



WELLBEING AND SAFETY REVISITED

November 2019

Greg Whateley and Andrew West

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Theme 1: Student Wellbeing and Safety (institutional level)

KPI#1: Timely advice and support for students' wellbeing

- **KPM 1.1:** How is timely, accurate advice on avenues and contacts for support on student wellbeing provided to students? [e.g. e-bulletins, texts, LMS, teaching staff, student services] Are these effective?
- **KPM 1.2:** What specific types of personal support services and programs are available to support students' wellbeing? [e.g. counsellors, student mentors, educational resources, student services] Are these effective?
- **KPM 1.3:** How does your institution ensure support services reflect the needs of student cohorts and different modes of delivery? How are these support services monitored? [e.g. zoom meetings, flexible delivery, support programs for English language/literacy/numeracy] Are these effective?
- **KPM 1.4:** What support is provided to overseas students under the age of 18? [e.g. Guardian, accommodation, monitoring attendance, peer mentoring] Are these supports effective?

KPM 1.1

UBSS employs e-bulletins, supported by SMS, to facilitate well-being advice and messaging. The media is well received. LMS can be used for messaging – though it is not our preferred approach.

In addition Staff receive regular (c10 days) 'Message from the Executive Dean' that provides a wide ranging update on matters relevant – this has been well received with staff surveying communication (Q6) as 4.81 (T2, 2019) on a 5 point scale –

	Survey Questions	T2 2016	T3 2016	T1 2017	T2 2017	T3 2017	T1 2018	T2 2018	T3 2018	T1 2019	T2 2019
Q1	You are provided with the tools and resources to do your job well	4.10	4.00	4.87	4.63	4.81	4.83	4.62	4.54	4.40	4.44
Q2	Your job requirements are clearly communicated and goals and strategies are clearly defined	4.20	4.40	4.80	4.68	4.75	4.83	4.71	4.69	4.67	4.81
Q3	You feel encouraged to come up with new and better ways of doing things	4.10	4.20	4.73	4.53	4.50	4.61	4.67	4.54	4.73	4.44
Q4	Your supervisor visibly demonstrates a commitment to quality	4.10	4.20	4.87	4.79	4.69	4.72	4.71	4.77	4.87	4.75
Q5	You are satisfied with the level of involvement in decisions that directly affect your work?	3.90	4.20	4.53	4.37	4.63	4.56	4.62	4.69	4.60	4.25
Q6	UBSS does a good job of keeping employees informed about matters affecting your work?	4.00	4.30	4.93	4.79	4.81	4.89	4.62	4.77	4.80	4.81
Q7	Overall, you are satisfied with your job?	4.20	4.50	4.87	4.79	4.88	4.94	4.76	4.85	4.87	4.75
	Average	4.09	4.26	4.80	4.65	4.72	4.77	4.67	4.69	4.70	4.61

A copy of a recent 'Message from the Executive Dean' is provided as [Attachment #1](#).

KPM 1.2

UBSS has in place a robust set of mechanisms to ensure student well-being and safety. A recent overview is provided as [Attachment #2](#).

UBSS has in place a full time Learning Support Co-ordinator (a position description is provided as [Attachment #3](#)).

UBSS has in place two full time Student Services staff (a position description is provided as [Attachment #4](#)).

KPM 1.3

Currently all students are taught in F2F three-hour blocks for consistency.

A formal examination program is in place (3 sets of exams for each subject throughout the semester) to eliminate the temptation of contract cheating. A copy of the Examination Policy and Guidelines is provided as [Attachment #5](#).

Each trimester support workshops are provided for students. Participation is encouraged for students as a means of early intervention. Details are provided in [Attachment #6](#).

A formal policy – Wellbeing and Safety – is in place and is followed closely ([Attachment #7](#)) and this is supported by the group Work Health and Safety Policy and Procedures ([Attachment #8](#)).

KPM 1.4

UBSS has no students under the age of 18.

KPI#2: Promoting a safe environment for students (physical and online environment)

- **KPM 2.1:** What strategies are in place to promote a safe environment for all students in an online/blended learning environment? [e.g. the security of internet communications and online harassment] Are these effective?
- **KPM 2.2:** What strategies are in place to promote a safe environment for all students in the physical environment in which they learn? [e.g. on campus/ WIL placements] Are these effective?
- **KPM 2.3:** What policies are in place for promoting a safe working environment for students? How are these communicated to students? (e.g. WIL/practicum placement policies) Are these effective?

And

- **KPM 2.4:** What evidence-based intervention programs are provided to students to promote a safe learning environment? [e.g. online education programs, online resources, guest presenters] Are these effective?
- **KPM 2.5:** What is the process for managing critical incidents, including grievances and preventing recurrences? [e.g. violent behaviour, bomb scares, serious accidents, explosions, fire, deaths] Are these effective?

KPM 2.1

UBSS teaching is currently F2F.

Internet/site security is a high priority and is managed expertly. The most recent monthly Business Unit Report from IT is provided as [Attachment #9](#).

KPM 2.2

A comprehensive support plan is in place ([Attachment #10](#)). There have been no concerning incidents in the last four years.

The UBSS WIL program does not facilitate off site placements.

KPM 2.3

Policies are in place (see [Attachments #11](#) and [Attachment #12](#)). These are located on the UBSS website for easy access and elements are communicated to students (and staff) via eBulletins and 'Message from the Executive Dean'.

UBSS does not employ WIL Placements.

KPM 2.4

In addition to policies and statements all students are informed of the importance of campus safety (and for the matter safety in general) via the orientation presentations that are provided F2F and are located on the LMS. A copy of the T2, 2019 orientation presentation is provided as [Attachment #13](#).

The ongoing support and emphasis is evidenced in [Attachment #14](#).

KPM 2.5

- UBSS has in place a Critical Incident Policy ([Attachment #15](#))
- UBSS has in place a Student Code of Conduct ([Attachment #16](#))
- UBSS has in place a Wellbeing and Safety Policy ([Attachment #17](#))
- UBSS has in place a Grievance and Appeals Policy (Academic) ([Attachment #18](#))
- UBSS has in place a Grievance Policy (non-academic) ([Attachment #19](#))
- UBSS has in place a Sexual Harassment Policy ([Attachment #20](#))
- UBSS has in place a Sexual Assault Policy ([Attachment #21](#))
- UBSS has in place a Work, Health and Safety Policy and Procedures ([Attachment #22](#))
- UBSS has in place a Workplace Discrimination and Harassment Policy ([Attachment #23](#))
- UBSS has in place a Staff Grievance Policy and Procedures ([Attachment #24](#))

All policies are reviewed regularly and communicated to students and staff on a regular basis. To date there has been minimal issues or incidents – certainly not in the last four years in particular.

UBSS has in place an Academic Integrity Committee that meets some 10-12 times per annum.

UBSS students are also made aware of the International Student Ombudsman opportunity. UBSS dealings with the ombudsman has been supportive and reinforcing. In the last four years there have been non adverse decisions made against UBSS. Our policies are regarded as robust and appropriate.

KPI#3: Supporting students' mental health

- **KPM 3.1:** What strategies are in place either directly or with third party providers to support students' mental health (domestic and international)? Are these effective
- **KPM 3.2:** What educational resources are provided for students and staff (to support students) to promote mental health? Are these effective?

KPM 3.1

The Learning Support Co-ordinator is the first point of contact for students experiencing difficulties.

UBSS refers all students with mental or psychological issues to the Sydney University Counselling Service.

KPM 3.2

UBSS does not currently have in place educational resources or programs around mental health. Students are informed during orientation of the out sourced services.

ATTACHMENT 1



Message from the Executive Dean

#91

October 2019



UNDERGRADUATE CREDIT TRANSFER

In T3, 2019 UBSS granted credit to **77 undergraduate students from 47 Institutions**.

In 2019 UBSS granted credit to a total of 180 undergraduate students from 79 Institutions.

A snapshot of the institutions and frequency is provided -

Institute	T1 2018	T2 2018	T3 2018	T1 2019	T2 2019	T3 2019
Academies Australasia Institute	2	1		1		2
Advanced Education Australia	2					4
Alpha Institute						
Alphacrucis College	1					
American College		1				
APEX Institute of Education	8	5	8	1	1	1
Ashmark Institute of Australia	1					
Asia Pacific International College			1		1	
Australian Pacific College	3					
Austech Business Institute	1		1	3	3	
Australasian International Academy	1					
Australian Academy of Commerce	1					
Australian Chamber of Education			1			
Australian College of Management & Technology			1			
Australian College of Technology	2			1	1	3
Australian College of Vocational Studies	2			1		
Australian Harbour International College	1	1		1		2
Australian Ideal College	5	1	2			5
Australian Institute of Higher Education			4			1
Australian Institute of Professional Education	6					
Australian Institute of Technology and Education		1	2			
Australian International Academy				1		1
Australian Technical & Management College		1				
Australian Vocational Learning Centre	3	3		1		

Australian Vocational Training Institute			1			1
Australis Institute of Technology and Education	19	14	7	3		
Australian Catholic University		1	2			2
Bridge Business College	1	1	1			2
Brisbane College of Horticulture	1					
Cambridge International College	3		1			
Canterbury Business College P/L	6		3	2		2
Central College	23	9	12	20	2	1
Central Queensland University (CQ)	2	3				
Charles Sturt University	2	2				1
Choice Business School		1				
Clarendon Business College	1	1	3			
Crown Institute of Business and Technology	2	2		1		
Curtin College	1					
Curtin University		1				
Duke College	8		1	3	7	1
ECA Graduate Institute			1			
Edith Cowan College			1			
Elite Education Institute					1	2
Excelsia College						1
Elite Education Vocational Institute	3	2	4			1
Federation University Australia		1	3	3		1
Gateway Business College	1		2	1		
George Brown College	2				1	
GREENWICH Management College						1
Grand Academy	2	1	1			
Hamro Institute of Business Technology				1		1
Hannay International College		1	1			1
Hibernia Institute Sydney					1	

Holmes Institute	3	4		2		
Institute of Business Management Australia			1	1		
International Australian Academy			1			
International College of Management		1	2			
International Institute of Business & Information Technology	1		2			
IVY Business College			1			
James Cook University	1					
Kaplan Business School	2					1
KENT Institute Australia	2	1		2		3
King's Own Institute	1	8		1	1	
La Trobe University	3	2	1		1	
Lecordon Blue Australia			1			
Loura Business College	1					
Melbourne Institute of Technology						2
Macquarie Education Group Australia (MEGA)	4	4	2			3
Macquarie University Sydney		1	1		1	
Martin Higher Education	1					
Murdoch University			1			
New England College Perth	2			1		
New York College	1					1
NSW Business College					1	
OzStar Academy	3		1			
Pacific College of Technology	7		2	1		3
Perth College of Business & Technology				1		
QIBA Sydney	2	1			1	
RGIT Australia		1				
Richmond School of Business					1	
Skills Institute Australia				1		
South Metropolitan TAFE				1		

Southern Cross School of Business	2	3		1	1	1
Strathfield College Australia			1			
Southern Cross University						1
Sydney Institute of Business and Commerce	1					
Sydney Institute of Business and Technology	1					1
Sydney International Business Network College (SIBN)	1		1	1		
Sydney Metro College	4	2	9	1	2	5
Sydney School of Business & Technology	3			1		
TAFE NSW	4	1				
Technical College of Western Australia			2			
The Institute of Chartered Accountants of India			1			
The One International College			1			2
The Sydney Business and Travel Academy			1			1
The Wales Institute	2		2	1		
Top Education Institute	2	1			1	2
Torrens University Australia		1				
Trinity Institute Australia				1		1
University of Canberra			2			
University of Newcastle		3				
University of Punjab Pakistan	1					
University of Southern Queensland	1	3				
University Preparation College						1
University of Technology Sydney	2	3	2		2	1
University of the Sunshine Coast			6		1	2
University of South Australia						1
University of Professional Studies, ACCRA						1
University of Wollongong Australia		2		2	1	
Victorian College of Vocational Excellence						1
Victoria University		1	2			

Warwick Institute of Australia	1			2	1	
Wentworth Institute	1	4	5			2
Wentworth Institute of Tech	1			1		
West Australian Institute of Further Studies		1				
Western Institute of Technology				1		
Western Sydney University		1	6	1		1
William Blue College of Hospitality Management		1			1	1
World College			2			
Fox Training Academy					1	
YES College						1
York Business Institute			1			1
Zenith Business Academy	10		3	1		
Total	80	42	127	68	35	77

As an indicator, in T3 c290 new undergraduate students were admitted into UBSS – 77 of these (27%) achieved credit according to the UBSS Credit and Recognition of Prior Learning policy - <https://www.ubss.edu.au/media/1434/credit-and-recognition-of-prior-learning.pdf>

Thank-you to those involved in the pressure cooker like credit process in particular **Assistant Professor Richard Xi** (postgraduate), **Associate Professors Wayne Smithson** and **Felix Stravens** (undergraduate), **Assistant Professor Jotsana Roopram** and **Usman Sindhu**.



MOU WITH NUIC

In recent times UBSS has signed an MOU with NUIC (Naresuan University International College) in Thailand with a view to explore some joint academic activity in the near future. This is consistent with the new directions supported by the GCA Board of Directors which includes campuses in CBD Sydney and Melbourne, the Executive campus and the Virtual Campus. Accordingly, two international projects have also been slated moving forward.



The opportunity was taken at the last UBSS Academic Senate Meeting (October 2) to formally sign (**Alan Manly**, GCA CEO and myself) and witness the MOU.

Any future developments will be provided by way of updates.



MID TRIMESTER TEST #1 – T3, 2019 UPDATE

The T3, 2019 Mid Trimester Test #1 project concluded on Monday October 14. An overview of the event is provided -

- **4291 candidates**
- **90 tests**
- **5 days**
- **16 invigilators**
- **7 venues**
- **8 academic incidents**
- **3 non-academic incidents**

We are always disappointed to see incidents occur at all. It is, however, important to put this in perspective in terms of incidents/candidates – 0.26%.

A special thank you to **Assistant Professor Jotsana Roopram** and **Usman Sindhu** for their continued effort and support –



MID TRIMESTER #2 TESTS ON THE HORIZON

The Mid Trimester Tests #2 are on the way (commencing November 4). The timetable has been published accordingly –

Trimester 3 2019 Second Mid Trimester Test Timetable (04-08 November 2019)					MBA	
					ACC	
					BUS	
Date	Time	Subject	Duration	Room	Stud.Num.	Lecturer
Monday 04 November 2019	10:15 - 11:20	BAS11 A Business Economics	1 hour	1111/1110	80	John Angeles
	10:15 - 11:20	BBM222 A Human Resource Management	1 hour	1110	12	Syed Uddin
	10:15 - 11:20	BAS22 A Advanced Business Communication	1 hour	1003	50	Sue Cameron
	10:15 - 11:20	BAP12 A Accounting for Business	1 hour	1109	51	Nisha Dookie
	10:15 - 11:20	BBM241 A Operations Management	1 hour		22	Igor Bosma
	10:15 - 11:20	BBM123 A Management Principles	1 hour	1012	47	Brenton Price
	11:45 - 12:50	BAP12 B Accounting for Business	1 hour	1003	42	Nisha Dookie
	11:45 - 12:50	BAS11 A Principles of Accounting	1 hour	1012	51	Fadi Darazi
	1:30 - 2:35	BBB131 A Business Law	1 hour	1111/1110	80	Mick McCormick
	1:30 - 2:35	BAS11 B Business Economics	1 hour	1012	62	John Angeles
	2:45 - 3:50	BAS11 C Business Economics	1 hour	1003	50	Nisha Dookie
	2:45 - 3:50	BAP11 B Principles of Accounting	1 hour		36	Fadi Darazi
	2:45 - 3:50	BBM311 A Corporate Entrepreneurship, Leadership and Sustainability	1 hour	1012	20	Stephen Parker
	2:45 - 3:50	BBB131 B Business Law		1111/1110	82	Mick McCormick
	18:00 - 19:05	BAP62 B Issues in Financial Reporting	1 hour	1003	19	Jim Lim
	18:00 - 19:05	BAP53 A Corporate Finance	1 hour	1012	49	Sudhir Lodh
	18:00 - 19:05	BBM310 A Innovation & Entrepreneurship	1 hour	1109	33	Stephen Parker
	18:00 - 19:05	BHR331 A Team Leadership and Change Management	1 hour		23	Jotsana Roopram
	18:00 - 19:05	BAP41 A Auditing & Assurance	1 hour	1111	57	Danny Bigatton

Tuesday 05 November 2019	10:15 - 11:20	MCR005 A Clients and Markets	1 hour	1003	22	Arash Najmaei
	10:15 - 11:20	MCR001 A Economics	1 hour	1012	70	Paul Duffy
	10:15 - 11:20	MAC003 A Management Accounting	1 hour	1109	52	Lu Jiao
	10:15 - 11:20	MCR008 A Corporate Strategy	1 hour	1111/1110	80	Frank Alafaci
	11:45 - 12:50	MAC006 A Advanced Financial Accounting and Reporting	1 hour	1003	44	Lu Jiao
	11:45 - 12:50	MCR008 B Corporate Strategy	1 hour	1012	72	Frank Alafaci
	11:45 - 12:50	MCR001 B Economics	1 hour	1109/1110	54	Paul Duffy
	1:30 - 2:35	MCR002 A Organisational Behaviour	1 hour	1111/1110	82	Syed Uddin
	1:30 - 2:35	MAC004 A Quantitative Methods	1 hour	1113	28	Jacky Fang
	2:45 - 3:50	MCR007 A Project Management	1 hour	1003	54	Frank Alafaci
	2:45 - 3:50	MCR002 B Organisational Behaviour	1 hour	1109/1110	54	Syed Uddin
	4:40 - 5:45	MCR006 A Financial Management	1 hour	1111/1110	82	Nilima Paul
	4:40 - 5:45	MCR009 A Business Law	1 hour	1012	70	Mick McCormick
	18:00 - 19:05	MCR006 B Financial Management	1 hour	1012	70	Nilima Paul
	18:00 - 19:05	MAC008 A Taxation Law	1 hour	1003	44	Patrick Ruks/John Taggart
	18:00 - 19:05	BAP62 A Issues in Financial Reporting	1 hour	1109	40	Danny Bigatton
Wednesday 06 November 2019	18:00 - 19:05	MCR009 B Business Law	1 hour	1111	80	Mick McCormick
	18:00 - 19:05	MCR010 A Innovation & Commercialisation	1 hour	1001	30	Stephen Parker
	18:00 - 19:05	BBM331 A e-Business Management	1 hour	1113	18	Kim Sharma
	10:15 - 11:20	MCR007 B Project Management	1 hour	1012	70	Frank Alafaci
	10:15 - 11:20	MAC007 A Strategic Management Accounting	1 hour	1109	50	Nadeem Tahir
	11:45 - 12:50	MAC002 A & R Accounting Information Systems	1 hour	1003	48	Nadeem Tahir
	11:45 - 12:50	MCR002 C Organisational Behaviour	1 hour	1109/1110	54	Syed Uddin
	1:30 - 2:35	MKT002 A Marketing New Products	1 hour	1110	34	Leanne McCoy
	1:30 - 2:35	MCR003 A Management Attributes and Skills	1 hour	1111/1110	80	Frank Alafaci
	2:45 - 3:50	MHR001 A Managing Workplace Relations	1 hour		38	Syed Uddin
	2:45 - 3:50	MAC001A A Financial Accounting & Reporting	1 hour	1012	18	Nilima Paul
	2:45 - 3:50	MCR003 B Management Attributes & Skills	1 hour	1111/1110	80	Frank Alafaci
	18:00 - 19:05	BAS51 A & R Dimensions of the Knowledge Society	1 hour	1003	38	Richard Xi
	18:00 - 19:05	MAC005 A Audit and Assurance	1 hour	1109	52	Bernadette Or
	18:00 - 19:05	BAC31 A Company and Associations Law	1 hour	1012	64	Jonathan Temporal

Thursday 07 November 2019	08:30 - 09:35	BAS121 A Marketing Fundamentals	1 hour	1109	44	Ajay Kumar
	08:30 - 09:35	BBM265 A Organisational Behaviour	1 hour	1003	48	Felix Stravens
	08:30 - 09:35	BBC131 C Business Law	1 hour	1001	40	Mick McCormick
	10:15 - 11:20	BBM251 A Cross-Cultural Management	1 hour		12	Beverley Best
	10:15 - 11:20	BAP22 A Management Accounting	1 hour	1012	46	Jacky Fang
	10:15 - 11:20	MCR007 C Project Management	1 hour	1111	82	Frank Alafaci
	11:45 - 12:50	MCR003 C Management Attributes & Skills	1 hour	1012	70	Felix Stravens
	11:45 - 12:50	MCR009 C Business Law	1 hour	1111	80	Mick McCormick
	11:45 - 12:50	BBM361 A International Business Management	1 hour	1109	44	Beverley Best
	1:30 - 2:35	MHR002 A Leading Innovation and Change	1 hour	1110	22	Wayne Smithson
	1:30 - 2:35	BBM265 B Organisational Behaviour	1 hour	1003	50	Leanne McCoy
	1:30 - 2:35	BAC21 A Quantitative Methods	1 hour	1113	55	Jacky Fang
	2:45 - 3:50	MCR001 C Economics	1 hour	1001	42	Paul Duffy
	2:45 - 3:50	MCR006 C Financial Management	1 hour	1003	52	Wayne Smithson
	2:45 - 3:50	MCR008 C Corporate Strategy	1 hour	1012	70	Arash Najmaei
	4:40 - 5:45	BBE351 A Ethics & Social Responsibility	1 hour	1109	50	Sue Cameron
	4:40 - 5:45	BAP61 A Stakeholder Values & Ethics	1 hour	1111	84	Leanne McCoy
	4:40 - 5:45	BAC21 B Quantitative Methods	1 hour	1113	55	Jacky Fang
	18:00 - 19:05	MCR001 D Economics	1 hour	1111/1110	80	Paul Duffy
	18:00 - 19:05	BBM221 A Marketing Management	1 hour		20	Ajay Kumar
	18:00 - 19:05	BAP32 B Corporate Accounting	1 hour	1003	22	Mohammad Akbar
	18:00 - 19:05	BBM351 A Project Management	1 hour		10	Brenton Price
	18:00 - 19:05	MKT001 A Brand Development	1 hour	1012	34	Elias Alhumdan
Friday 08 November 2019	08:30 - 09:35	BAP71 A and R Accounting Information Systems	1 hour	1001	32	Nisha Dookie
	08:30 - 09:35	BAC51 A Cost Management	1 hour	1003	36	Labibah Burki
	08:30 - 09:35	BAP51 A Taxation Law and Practice 2	1 hour	1012	52	Kaneez Selim
	10:15 - 11:20	BAP31 A Taxation Law and Practice 1	1 hour		44	Heidi Gao
	10:15 - 11:20	BHR103 A Strategic Management	1 hour	1111	14	Ajay Kumar
	10:15 - 11:20	BAP32 A Corporate Accounting	1 hour	1109	36	Mohammad Akbar
	1:30 - 2:35	BAP42 A and R Financial Statements and Investment Analysis	1 hour	1001	40	Kaneez Selim
	1:30 - 2:35	BAC41 A Management Information Systems	1 hour	1012	28	Elias Alhumdan
	1:30 - 2:35	BAP21 A Financial Accounting Theory	1 hour	1111	48	Labibah Burki
	2:45 - 3:50	BAP51 B Taxation Law and Practice 2	1 hour		18	Kaneez Selim
	2:45 - 3:50	BAC51 B Cost Management	1 hour	1111	14	Labibah Burki
	2:45 - 3:50	BAP352 A Risk Management	1 hour		15	Elias Alhumdan

The schedule has been posted and no doubt all staff will be briefed in a timely way.

Students, in turn, have been made accurately aware of their responsibilities -

- As per the UBSS policy, if you are more than 5 minutes late for the scheduled test, you will not be permitted into the exam venue. Please arrive at least 10 minutes earlier for your test, as you are required to register before each exam.
- No borrowing of notes, stationery and calculators will be permitted.
- You are required to write all tests and exams in the group as it appears on your timetable.
- Reading the timetable and other important information correctly is your responsibility.
- If you miss a test due to medical reasons, you are required to apply online on myGCA with a valid medical document within 5 days of missing the test. Once this leave application has been approved by Student Services, please inform your lecturer. Permission to write a resit for the test is solely at the discretion of your lecturer.
- You will not be permitted into the exam venue if you are non-financial.
- All mobile phones must be switched off - please ensure that you have your phone out and ready to be checked by an exam supervisor before entering the exam room.

Jotsana writes –

Please find attached the [Trimester 3 2019 Second Mid Trimester test timetable](#). I have put a hard copy of this timetable on the noticeboard in the staffroom for your convenience and reference. Students have been sent this timetable today (this timetable will also be available on the UBSS website).

Please take special note of the following:

- If you are going to be off-site during the 1-hour test, please ensure that you are contactable by telephone, should there be any student queries regarding your test. Due to the tests being scheduled during class time, it is preferred that you remain onsite for the duration of the test.
- ***Please collect the tests from the exam invigilator in the lecture venue promptly after the test. We have multiple tests running back-to-back and need your cooperation for this to run smoothly.*** The exam invigilator will have the exam log. Please count the test papers and sign the exam log, which will be returned to us by the invigilator. You are not required to return the test papers to us after marking (We only store final and supplementary exam papers).
- As per the UBSS examination policy and the student guide (attached for your reference), students will not be permitted to enter the exam venue if they are more than 5 minutes late for the test (students have been reminded of this and directed to the UBSS policy on this). Please can you urge students to be punctual for tests/exams.
- Please note that exam invigilators require 10 minutes to set up prior to a test – kindly take this into account when planning your lectures.

According to 7.1 of the current UBSS Examination Policy, Resit tests for mid trimester tests are to be granted to students and are completely at the discretion of the lecturer. With students who have valid medical certificates, they have to apply for leave online, have the leave approved by Student Services and then apply for a resit with you. Resits for cases of late coming are also completely at your discretion.

If you have any further questions, please feel free to chat to me.



RECENT VISIT TO CPA HEADQUARTERS

A recent Program Directors' Team (PDT) meeting was held at the *CPA Headquarters at Circular Quay*.




UBSS has developed a strong working relationship with CPA that has resulted in accreditation of the Bachelor of Accounting and the Master of Business Administration; the establishment of two CPA Student Ambassador roles at UBSS; a CPA graduation award; and regular on site appearances from CPA personnel.

AUDIT AND RISK COMMITTEE (ARC) MEETING

The next meeting of the Audit and Risk Committee is scheduled for Wednesday October 30

–



Audit and Risk Committee

Boardroom, Level 11
233 Castlereagh St, Sydney NSW 2000

Wednesday, 30 October 2019
10:00am

AGENDA

Emeritus Professor Greg Whateley will Chair the meeting on behalf of the GCA Board


1. Welcome and Apologies
2. Declaration of conflict of interest
3. Minutes of the Previous Meeting (Emeritus Professor Greg Whateley – Attachment #3)
4. Business Arising from the previous meeting (Emeritus Professor Greg Whateley – Attachment #4)
5. Risk Register Considered (Emeritus Professor Greg Whateley – Attachment #5)
6. Other Business
7. The next meeting of the ARC is scheduled for February 5, 2020

The ARC is a sub-committee of the GCA Board of Directors and is chaired by **Emeritus Professor Greg Whateley**.



EXECUTIVE MANAGEMENT TEAM (EMT) MEETING

The next meeting of the Executive Management Team is scheduled for Wednesday November 6 –


Group Colleges Australia

GCA EXECUTIVE AND MANAGEMENT TEAM MEETINGS

Board Room
Level 11, 233 Castlereagh St Sydney NSW 2000
Thursday November 6, 2019

AGENDA

PART ONE (10AM-12 MIDDAY)

Attending

Alan Manly – AM (Chair)
 Sir Gerard Newcombe – GN
 Graham Lock – GL
 Professor Greg Whateley - GW
 Associate Professor Andrew West - AW
 Sumera Qasim – SQ
 Carlos Munoz - CM
 Jason Whitfield – JW
 Assistant Professor Jotsana Roopram – JR
 Associate Professor Ashok Chanda - AC
 Ada Chow – ~~ACH~~

1. Welcome
2. Apologies
3. Attendance and Conflict of Interest registered
4. Minutes of last meeting October 2019 (as distributed and displayed) - Attachment #4
5. Business Arising from the October 2019 Minutes (as distributed and displayed) – Attachment #5

6. Other Business –

6.1 RISK Overview - Verbal Update – Professor Greg Whateley

6.2 WHS Overview – Verbal Update – Professor Greg Whateley

6.3 SASH Overview – Verbal Update – Sir Gerard Newcombe

6.4 Business Unit Reports (BUR's) –

UBSS Sydney (Professor Greg Whateley – Screen Presentation)

WHS (Jason Whitfield – Screen Presentation)

Admissions (Carlos Munoz – Screen Presentation) – CoE Extension Policy

IT (Jason Whitfield – Screen Presentation)

Student Services (Sumera Qasim – Screen Presentation)

GCA Communications (Professor Greg Whateley – Screen Presentation)

6.5 Other Business

7. Date of next meeting – The next meeting of the EMT is scheduled for Thursday, December 05, 2019.

12 midday – 12.30pm LUNCH

PART TWO – NEW VENTURES (12.30PM – 2PM)

Attending

Alan Manly – AM (Chair)
 Sir Gerard Newcombe – GN
 Graham Lock – GL
 Professor Greg Whateley - GW
 Associate Professor Andrew West - AW
 Assistant Professor Jotsana Roopram – JR
 Associate Professor Ashok Chanda - AC
 Ada Chow – ACh

8. Welcome
9. Apologies
10. Attendance and Conflict of Interest registered
11. Minutes of last meeting October, 2019 (as distributed and displayed)
12. Business Arising from the October 2019 Minutes (as distributed and displayed)
13. Business Unit Reports (BURs) –
 - UBSS Executive (Associate Professor Andrew West – Screen Presentation)
 - UBSS Melbourne – (Professor Greg Whateley – Screen Presentation)
 - UBSS Virtual (Associate Professor Ashok Chanda – Screen Presentation)
 Other Business
14. Date of next meeting – The next meeting of the EMT is scheduled for Thursday, December 05, 2019.

The EMT is a sub-committee of the GCA Board of Directors and is chaired by **Alan Manly**. The EMT meets monthly.

At each meeting an update of progress against the 2019 UBSS Sydney CBD Campus KPIs is provided (Item #6.4.1) in the form of a **Business Unit Report** (BUR). The October BUR is provided –



ATTACHMENT 2

WELLBEING AND SAFETY MANAGEMENT AT UBSS

The wellbeing and safety of students at UBSS is of prime concern and every attempt is made to inform students (and staff) of the importance of maintaining vigilance around health, wellbeing and safety (including the issue of sexual harassment) while on campus.

Additional emphasis is also placed on safety and precautions off campus.

There are a number of *Threshold Standards* relevant to the discussion including –

- 2.3.1 - avenues and contacts for support for students if needed;
- 2.3.2 - availability of specific types of personal support services;
- 2.3.3 - ensuring that support services offered reflect the needs of student cohorts;
- 2.3.4 - promotion of a safe environment;
- 2.3.5 - management of critical incidents;
- 6.2.1e - risk identification and mitigation included in risk register;
- 6.1.4 - evidence of the commitment and discussion of the governing bodies; □ 7.2.1 - the information needs to be accessible to the students.

UBSS Senior Management has considered the AHRC Change the Course Report; TEQSA Guidance Note on Wellbeing and Safety V1.2 (January 8, 2018) and the Universities Australia 10 Point Action Plan.

In response, UBSS has ensured compliance with these standards in the following way – **Avenues and contacts for support for students if needed (2.3.1)**

The first point of call at UBSS is the **Learning Support Coordinator** whose brief is to support students during difficult or strained times. This is best expressed in the current position description –

Position Description	
Reporting to: Executive Dean – UBSS	
Direct Reports: No If yes, which positions?	
Main Responsibilities: <ul style="list-style-type: none"> Proactively promote and conduct workshops for students in the use of electronic library materials, namely in conducting sophisticated searches to obtain desired academic results; Provide individual advice and guidance to students to address deferment of studies, holiday leave, attendance and extension of <u>CoEs</u>, study loads, fees and <u>ad hoc</u> issues. Proactively promote, design and conduct employability workshops for the benefit of both postgraduate and undergraduate students; Collaboratively work with the Executive Dean and Academic Senate to ensure that processes pertaining to 'Early Intervention' and 'At Risk' are adhered to and actioned. 	<ul style="list-style-type: none"> Collaboratively work with the Executive Dean and Academic Senate to ensure learning support activities complement the needs of students and are reviewed accordingly: Academic English Workshops. Monitor and record the number of students attending study skills/learning support/other workshops; Provide individual consultation to students to address their academic concerns relating to study skills or specific subject content; and ensure records are kept of all consultations; Collaboratively work with and support Executive Dean on a daily basis regarding student issues: booking student appointments (where applicable), writing official letters for students, providing updates on non-financial students and maintaining communication with Student Services.

The office of the LSC is well located for access and privacy within the *Office of the Executive Dean*.

Student Services (on Level 10) is a potential first stop – where an appointment with the LSC can be achieved.

The **Executive Dean** (on Level 11) has the overall responsibility for the wellbeing and safety of all staff and students. Students can make an appointment with the ED through the LSC.

UBSS has in place a significant **International Student Agent Network** that provides social and cultural support during their study period in Australia on an ongoing basis.

Availability of specific types of personal support services (2.3.2)

The **Learning Support Coordinator** is the prime support person – as indicated in 2.3.1 above.

Students are informed of *additional support mechanisms* during orientation each trimester –



This section deals with –

- Evacuation
- Emergency contacts
- First Aid
- Hygiene
- International student safety
- Security
- Swimming
- Beach safety



This section deals with –

- Compliance
- Home
- Working
- Overseas Students Ombudsman
- Safety and Rights at Work



This section deals with –

- Support Staff
- OSHC (Health Care)
- Counselling

These details are readily available to students on the UBSS website via the orientation information page - <http://www.ubss.edu.au/Content.aspx?pid=141>

Ensuring that support services offered reflect the needs of student cohorts (2.3.3)

Support services and support mechanisms are reviewed on an ongoing basis (at least quarterly) and adjustments are made to these services as required. Current feedback from students suggest a high level of satisfaction as reflected in the most recent SFUs (T3, 2017)

Trimester 3, 2017

Marking Criteria					Survey Questions			
1	2	3	4	5		B Bus	B Acc	MBA
strongly disagree	disagree	neutral	agree	strongly agree	Q1 The subject provided useful knowledge and skills	4.3	4.2	4.4
					Q2 The learning outcomes were achievable	4.2	4.1	4.3
					Q3 The subject workload was manageable	4.2	4.0	4.2
					Q4 The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.3	4.0	4.2
					Q5 The lecturer was well prepared for each class	4.4	4.2	4.4
					Q6 The lecturer provided useful feedback	4.3	4.0	4.3
					Q7 The lecturer had a good knowledge of the subject matter	4.4	4.2	4.4
					Q8 The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.3	4.1	4.3
					Q9 The lecturer was available to discuss learning problems outside of class time	4.1	4.0	4.2
					Q10 The assessment requirements were clearly explained	4.3	4.1	4.3
					Q11 Overall the teaching in the subject was of a high quality	4.3	4.1	4.3
Average						4.3	4.1	4.3

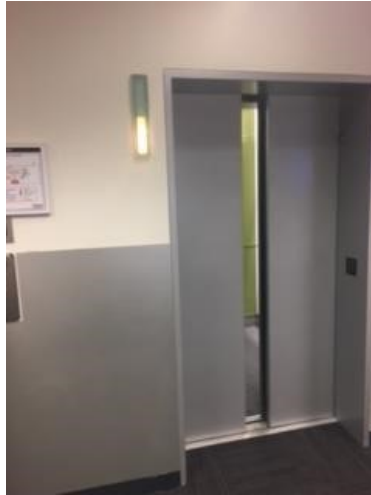
The same appears to be the case with staff in the most recent survey T3, 2017 –

Survey Questions		T2 2016	T3 2016	T1 2017	T2 2017	T3 2017
Q1	You are provided with the tools and resources to do your job well	4.10	4.00	4.87	4.63	4.81
Q2	Your job requirements are clearly communicated and goals and strategies are clearly defined	4.20	4.40	4.80	4.68	4.75
Q3	You feel encouraged to come up with new and better ways of doing things	4.10	4.20	4.73	4.53	4.50
Q4	Your supervisor visibly demonstrates a commitment to quality	4.10	4.20	4.87	4.79	4.69
Q5	You are satisfied with the level of involvement in decisions that directly affect your work?	3.90	4.20	4.53	4.37	4.63
Q6	UBSS does a good job of keeping employees informed about matters affecting your work?	4.00	4.30	4.93	4.79	4.81
Q7	Overall, you are satisfied with your job?	4.20	4.50	4.87	4.79	4.88
Average		4.09	4.26	4.80	4.65	4.72

Promotion of a safe environment (2.3.4)

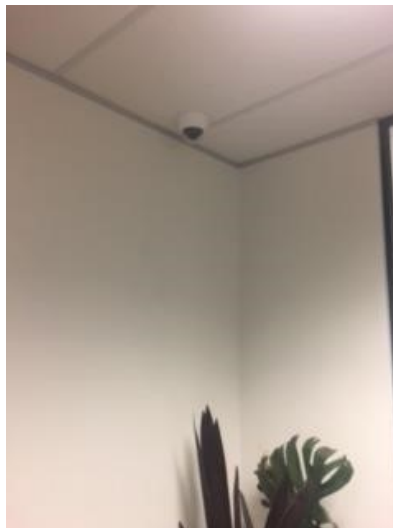
A significant level of effort and resource has gone into ensuring a safe environment for students (and staff) at UBSS. This includes –

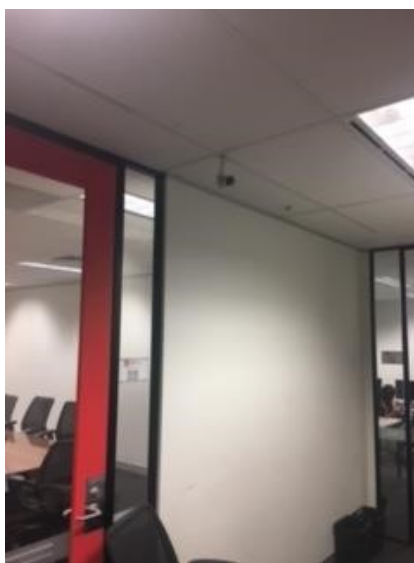
UBSS is a contained campus - over 2 floors (Level 10 and 11) of 233 Castlereagh Street. Access for students is via Level 10 only. Access is limited from 8am to 8pm each working day – this ensures a high level of safety and security. Student lift access is limited to Level 10.



UBSS regularly monitors all areas of campus – given the floor space and the fact that UBSS is not a *sprawling* campus. It is acknowledged that UBSS is a highly controlled environment;

CCTV cameras have been installed throughout the campus (currently 12 locations);





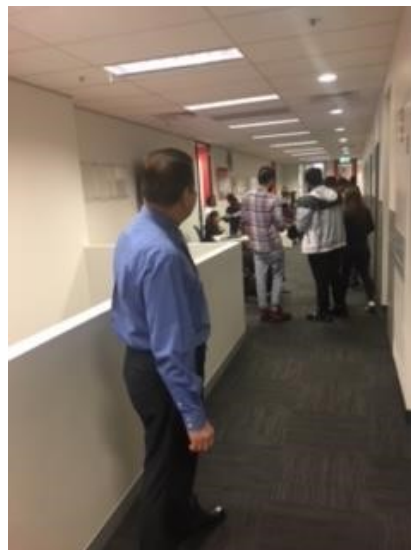
Public CCTV monitors (viewable) are located on both levels of the campus to highlight the usage (this includes suitable CCTV notices).

Five senior managers (in the building) have access to CCTV coverage via desktop monitors-



Access to vision is also available to senior managers on smartphones using 'Blue Iris'.

Program Directors and senior staff are encouraged to 'walk the two floors' at least every three hours (if not more) to be seen and to monitor activity and behaviour;



A Swipe card system is in place to ensure that only UBSS students are admitted to the classrooms;



All academic and support staff office doors (including the staff lounge) have a full pane of glass embedded to maximise vision -



All staff members are given instruction on protocols of out of class student interface, discussion and meetings;

There are no extra curricula student social events encouraged at UBSS – it is viewed as a teaching and learning facility. Given the prime location in the Sydney CBD students are encouraged to use the facilities of the surroundings as much as possible. This accommodates a zero tolerance of drug and alcohol abuse on campus.

Student Services - on Level 10 is easily accessible to students and is operational between 8am and 5pm each day -



The Student eResource Room is all glass doors and walls for high level visibility –



UBSS (through GCA) has an active WHS Committee that meets regularly; reports to a Board Director (who in return reports to the GCA Board of Directors' meetings); and conducts regular physical inspections of the site (including the all-important fire escape/stairs). Fire warden training is mandatory and occurs every six months.

UBSS each evening of operation (Monday through Thursday each week) employs a Concierge who constantly patrols and monitors activity between 5.30pm and 9.30pm on Levels 10 and 11. The role of the concierge is a mix of security, hospitality and detailing.

UBSS has in place an early intervention procedure around non-academic misconduct. Any misbehaviour is managed by the Academic Integrity Committee that meets twelve (12) times each year –

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
GCA Board			23			15			14		21	
GCA Management		9	9	6	11	8	6	10	7	12	9	5
Audit and Risk Committee			14			6			5		14	
Academic Senate			15		10	28		30		18		13
Academic Integrity	31	28	28		2,23	20	18	22	12	10	7	5

The committee is chaired by a member of the UBSS Executive – **Associate Professor Wayne Smithson** and includes a student member to ensure consistency and appropriateness of response and outcome.

Management of critical incidents (2.3.5)

UBSS (as part of GCA) has a critical incident policy in place and is available on the UBSS website via the policies and procedures page – <http://www.ubss.edu.au/Content.aspx?pid=268>

that is refreshed and monitored on a regular basis. There is easy access to the policy via the UBSS website.

The policy is in place and is followed accordingly.

UBSS covers all related policies and procedures in the induction of new staff – both academic and professional.

UBSS staff represent a wide range of nationalities and are culturally aware of the need and nature of the support provided to students from a diverse range of countries (currently 39 source countries).

Risk identification and mitigation included in risk register (6.2.1e)

The current GCA Risk Register acknowledges the importance of safety as evidenced in a range of lines –

1.4 TEQSA Threshold Standards	Failure to meet and evidence Threshold Standards for re-Registration for HE and ELICOS courses	Potential deregistration to offer Higher education courses	Possible	Extreme	High	Each trimester an audit committee consider compliance against the New Threshold Standards	GW	Ongoing – each Trimester an audit against the new TS is undertaken
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1.6 Workplace Health & Safety (WHS) Act 2011	Failure to maintain WHS standards for students and staff	Potential legal action/medical costs; closure of premises	Unlikely	Moderate	Medium	Ensure WHS Committee and processes are maintained	JW	Ongoing
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3.5	Maintaining eResources	Impact on support for students	Rare	Moderate	Low	Maintaining high levels of eResourcing including eLibrary (ongoing expansion) and LMS	GW, SB and DL	Ongoing
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3.8	Failure to create positive esteem and confidence across the GCA student body	Students retention problems; negative impact on external reputation	Unlikely	Moderate	Low	Focus on success stories and profiling of institution - especially externally (e QILT)	GW, SB and DL	Ongoing
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3.9	Parkland	Student	Unlikely	Moderate	Medium	Management of pathways	GW, SB and DL	Ongoing
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6.0 Technical								
6.1	Failure /loss of MyGCA Student System	Breach of records retention requirements; lost/corrupt data; inability to perform admin functions by staff and students	Rare	Moderate	Low	Maintain current back-up system and minimise outage	JW	Ongoing
6.2	Failure/loss of GCA computing environment	Lost/corrupt data; impact on student learning and staff productivity	Rare	Moderate	Low	Maintain current back-up system and minimise outage	JW	Ongoing
6.3	Failure/loss of Moodle Learning System	Disruption to students learning	Rare	Minor	Low	Maintain current back-up system and minimise outage	JW	Ongoing

7.0 Physical Resources								
7.1	Damage to the campus (classrooms, facilities, etc.)	Loss of teaching time; cancellation of classes; loss of staff productivity; high expenses to repair damage	Rare	Insignificant	Low	Maintain current vigilance	JM and JW	Ongoing

The mitigation is ongoing (as should be the case).

Evidence of the commitment and discussion of the governing bodies (6.1.4)

The UBSS Bureaucracy is committed to, informed about, and supportive of providing a safe environment for students.

The TEQSA paper and *this* response to TEQSA will be presented and discussed at each of the following meetings (prior to the end of Q2, 2018) as a specific line item –

- Executive Dean's Team – April 9
- Program Directors' Team – April 12
- Executive Management Team – April 6
- Academic Senate – May 10
- GCA Board of Directors – June 15
- Audit and Risk Committee – June 6
- Staff Professional Development Day – May 8

MEETING SCHEDULE 2018												
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
GCA Board			23			15			14		21	
GCA Management		9	9	6	11	8	6	10	7	12	9	5
Audit and Risk Committee			14			6			5		14	
Academic Senate			15		10	28		30		18		13
Academic Integrity	31	28	28		2,23	20	18	22	12	10	7	5
Grade Review					4			24				11
Course Advisory			2			8						4
Work Health Safety		8			16			22			14	
UBSS Graduations												
Executive Dean Team	22 & 29	5,12, 26	5,12,26	9, 30	14,21,28	4,25	2, 16,23, 30	20	3,10,17, 24	8,15,22	5,12	3 & 10
Program Director Team	25	1,8, 15, 22	1,8,15,22,29	5,12,19,26	3,10,17,24,31	7,14,21,28	5,12,19,26	2,9,16,23,30	6,13,20,27	4,11,18,25	1,8,15,22,29	6,13
PEST	24	21	21	18	23	27	25	29	26	24	21	12
CENSUS		9				1			21			

Information accessible to students (7.2.1)

Information on safety and wellbeing on campus is highlighted at orientation sessions (and captured on the UBSS website via the orientation information page) -

<http://www.ubss.edu.au/Content.aspx?pid=141>

The Critical Incident Policy is readily available on the UBSS website via the policies and procedures page - <http://www.ubss.edu.au/Content.aspx?pid=268>

Information on the International Student Ombudsman is provided a part of the orientation process and documentation (available all year round) –



Available on the UBSS website via the orientation information page -

<http://www.ubss.edu.au/Content.aspx?pid=141>

The effectiveness of the current controlled physical environment; monitoring measures put in place; clear policy and procedure communicated to staff and students; clear incident procedure; and preventative harm minimisation measures has led to UBSS *not* having had a sexual assault or sexual harassment incident in the 10-year history of the School. *We remain vigilant.*

Professor Greg Whateley

Jotsana Roopram

Associate Professor Andrew West

March 2018

REVIEW AND ENDORSEMENT LOG

Madilina Tresca	UBSS, Learning Support Coordinator	Endorsement	March 28, 2018
Assistant Professor Kim Sharma	UBSS, Senior eLearning Developer	Modification to links; access modes; fire warden training	March 28, 2018
Alan Manly	GCA CEO and Chair, GCA Board	I have reread it again and believe that it demonstrates that UBSS addresses the issues in a comprehensive manner. I endorse the paper for release	April 6, 2018
Graham Lock	GCA CFO	Very comprehensive with appropriate selection of relevant pics and links. Endorsed.	April 6, 2018
James Manly	UBSS Campus Manager and GCA Communications Executive	Very informative and explanatory	April 6, 2018
Scarlet Burns	GCA, Principal, Central College	I endorse this integrative, comprehensive paper.	April 6, 2018
Doris Leung	GCA, Director, Metro English College	A well written paper with complementing photographs. Completes the UBSS picture on wellness and safety. Will happily endorse.	April 6, 2018
Jason Whitfield	GCA, Technical Services and Training Manager and Chair, WHS Committee	I do not believe any changes need to be made – I endorse this report as is.	April 6, 2018
Sir Gerard Newcombe	GCA Director of Marketing and Human Resources	I endorse the paper	April 6, 2018
Adjunct Professor Rob Wendon	UBSS External	Proofed and endorsed	April 6, 2018
Assistant Professor Richard Xi	Postgraduate Coordinator	I endorse this paper	April 9, 2018
Andrew Youssef	Academic and Operations Coordinator	Paper appropriately captures the strategies we have in place to	April 9, 2018
		ensure the safety and wellbeing of UBSS students	
Carlos Munoz	Business Development and Admissions Director	Very comprehensive, I endorse it.	April 11, 2018

ATTACHMENT 3

Learning Support Coordinator

Position Description	
Reporting to: Executive Dean – UBSS	
Direct Reports: No If yes, which positions?	
Main Responsibilities: <ul style="list-style-type: none"> Proactively promote and conduct workshops for students in the use of electronic library materials, namely in conducting sophisticated searches to obtain desired academic results; Provide individual advice and guidance to students to address deferment of studies, holiday leave, attendance and extension of CoEs, study loads, fees and adhoc issues. Proactively promote, design and conduct employability workshops for the benefit of both postgraduate and undergraduate students; <ul style="list-style-type: none"> Collaboratively work with the Executive Dean and Academic Senate to ensure that processes pertaining to 'Early Intervention' and 'At Risk' are adhered to and actioned. Teach an undergraduate subject 	<ul style="list-style-type: none"> Collaboratively work with the Executive Dean and Academic Senate to ensure learning support activities complement the needs of students and are reviewed accordingly: Academic English Workshops. Monitor and record the number of students attending study skills/learning support/other workshops; Provide individual consultation to students to address their academic concerns relating to study skills or specific subject content; and ensure records are kept of all consultations; Collaboratively work with and support Executive Dean on a daily basis regarding student issues: booking student appointments (where applicable), writing official letters for students, providing updates on non-financial students and maintaining communication with Student Services.

Job Behaviours	
Behaviours	Description
Teamwork Works with others to achieve goals	<ul style="list-style-type: none"> • Works with others in GCA, to achieve agreed targets and goals • Works with other divisions • Shares information and resources • Behaves in a polite and professional manner to other staff members
Communication Conveys ideas and information effectively and appropriately both verbally and in writing	<ul style="list-style-type: none"> • Uses appropriate style/language to communicate effectively
Quality and Ethics Applies a continuous improvement approach to work and ensures quality outcomes. Behaves in an ethical and professional manner at all times	<ul style="list-style-type: none"> • Evaluates the effectiveness of all processes and advises the supervisor of improvements • Remains up-to-date with the best industry practice • Communicates in a truthful and ethical manner at all times
Self Management Takes accountability for own performance and development, acts professionally	<ul style="list-style-type: none"> • Consistently demonstrates the company's values and behaviours • Exhibits a high level of energy, optimism and resilience • Looks for opportunities above and beyond current role • Participates in team and group activities

Job Requirements
Selection Criteria <ul style="list-style-type: none"> • An undergraduate qualification in business or education • Demonstrated experience in the use and review of e-library databases and search engines • Demonstrated experience in the design and delivery of learning support workshops and complementary activities within a higher education environment; • Experience in formally mentoring students individually in an academic context; • Experience in working with international students, and an appreciation of cross-cultural sensitivity; • Excellent MS Office Skills, including experience in the use of databases/student systems; • A high level of initiative, complemented by excellent time management, organisational, decision-making and problem solving skills; • Demonstrated ability to work under minimal supervision and as part of a small team; • Ability to show leadership and authority advising academic staff and the Academic Senate on the key activities of the position and the rationale behind them • Legal right to work in Australia

ATTACHMENT 4

Description of Role and Responsibilities

Position Description – STUDENT SERVICES COORDINATOR	
Reporting to: UBSS Executive Dean	
Direct Reports: No	
If yes, which positions?	
Job summary: To assist all students with the highest customer care in every aspect of their studies.	
Main Responsibilities: <ul style="list-style-type: none"> Responsible for the coordination of Student Services tasks Chief Fire Warden First Aid Officer Accountable for all DIBP correspondence Responsible for the creation and management of packages in MyGCA Accountable for reviewing new student enrolments created in MyGCA Creation of initial student Confirmation of Enrolments (CoE's) Accountable for all incoming and outgoing UBSS mail Accountable for the processing of all Archive Retrieval applications Responsible for all incoming voice messages Accountable for the Student Services inbox and CoE request inbox Accountable for the visitor/ contractor log 	
Student related tasks <i>Ensure correct information regarding procedures of the colleges is provided to students and agents alike.</i> <ul style="list-style-type: none"> Explain GCA's exemption policies to UBSS students Advise all students on how to apply for leave applications (following GCA/DIBP/National Code policy) Advise all students on how to apply refund applications (following Business rules/Compliance policy) Advise all students on how to apply release letter applications (following GCA/National Code policy) Process, print and deliver students cards. 	<ul style="list-style-type: none"> Orientation day support Graduation day support Timetable support Cross reference PRISMS with MyGCA information Assist with Medibank enquiries Update student journals with information from each student that visit Student Services or request information by email Advise students on different types of requests, regarding their course and visa Organise and file confidential documents Assistance in creating and updating UBSS forms Assistance in organising GCA first aid equipment Maintenance of the E-resource room Answer all phone enquiries and direct to appropriate department Stationery inventory

<ul style="list-style-type: none"> • Report UBSS students for non-commencement of studies in PRISMS and in MyGCA. • Advise, process and update student requests • Issue CoE's (Confirmation of Enrolment) 	
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Job Behaviours	
Behaviours	Description
Teamwork Works with others to achieve goals	<ul style="list-style-type: none"> • Works with others at UBSS, to achieve agreed targets and goals • Works with other divisions • Shares information and resources • Behaves in a polite and professional manner to other staff members
Communication Conveys ideas and information effectively and appropriately both verbally and in writing	<ul style="list-style-type: none"> • Clearly explains course information, payment structures and other concepts in a clear and concise manner • Uses appropriate style/language to communicate effectively
Quality and Ethics Applies a continuous improvement approach to work and ensures quality outcomes. Behaves in an ethical and professional manner at all times	<ul style="list-style-type: none"> • Evaluates the effectiveness of all processes and advises the supervisor of improvements • Remains up-to-date with the best industry practice • Communicates in a truthful and ethical manner at all times • Provides advice to prospective students that is in accordance with their wishes and career aspirations
Self Management Takes accountability for own performance and development, acts professionally	<ul style="list-style-type: none"> • Consistently demonstrates the company's values and behaviours • Exhibits a high level of energy, optimism and resilience • Looks for opportunities above and beyond current role • Participates in team and group activities

Job Requirements**Qualifications and Experience**

- Year 12 certificate or higher, or over 21 years of age
- Ability to communicate effectively in the English language – both verbal and written
- Intermediate understanding of computers and Microsoft Word and Excel packages, use of email and the internet
- Understanding of the Australian tertiary education and training system
- Legal right to work in Australia

Acceptance

I have read and understood this Schedule and I accept the terms contained in it. I understand that the terms and conditions of this Schedule form part of my Contract of Employment.

Signed: _____

Date: _____

ATTACHMENT 5

**EXAMINATION POLICY & GUIDELINES**

Document ID	3.10
Related Documents	UBSS Academic Progression & Intervention Policy GCA International Students' Support Policy UBSS Supplementary Exam Policy UBSS Examination Procedures (PowerPoint Presentation)
Date	Refreshed June 2018
Date of Next Review	June 2021
Authorised by	UBSS Academic Senate
Approved by	UBSS Academic Board December 2011
Version	V13
Responsible Officer	Executive Dean
References and Legislation	National Codes of Practice for International Students (NCPIS) Standard(s): Standard: 13

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1 Context

This policy outlines the conditions and principles under which examinations are conducted at UBSS, and the responsibilities of students in adhering to them. It applies to paper-based examinations and examinations conducted on the Moodle learning system.

2 Scope

2.1 Rationale

UBSS is required to establish protocols and procedures for the administration of examinations. It is also committed to providing a safe learner-centred environment for the conduct of examinations.

2.2 Legislative Context

- The Higher Education Support Act (HESA)
- The Educational Services for Overseas Students Act (ESOS): 2000 The National Code

3 Definitions

Item	Definition
Examination	That is held during the trimester as specified in the Subject Outline for any subjects; That is held at the conclusion of a trimester but is offered within the examination period for that trimester; and For reading subjects that were offered during the trimester.
Invigilator	An Invigilator is to a person contracted by UBSS to supervise examinations according to the rules of this policy and the procedures outlined in the UBSS Examination Procedures document. An invigilator must not be a lecturer of UBSS, in either an employed or an honorary capacity.
Regular Examination	A Regular Examination is a mid-trimester or end-of-trimester examination that is set for all students in a class.
Supplementary Examination	A Supplementary Examination is a resit examination that is held for students who, for approved reasons, are not able to attend the regular examination or who failed the overall regular assessment but meet special criteria for the right to sit for a supplementary examination.



Item	Definition
Permitted Items	Permitted Items refers to items that students are allowed to bring into an examination room. They include the Student Card, a black pen, a lead pencil, an eraser, a ruler and bottled water. Calculators and language dictionaries may be brought into the examination room if explicitly permitted on the cover page of the examination paper.
Prohibited Items	Prohibited Items refers to items that students cannot bring into the examination room. They include electronic devices such as mobile phones, iPods, MP3 players and iPads, paper notebooks, loose notes or paper, post-it notes, hats and food. Any information found concealed or written on a Permitted Item will be viewed as evidence of an intention to cheat. Prohibited Items also refer to any writing or concealed material found on any part of a student's person or clothing (such as hands, arms, legs, feet; scarves and shoes).
Incident Report	Incident Report refers to a report prepared by an Invigilator that describes proven or suspected misbehaviour or misadventure during an examination. Incident reports must be signed by the student and are submitted to the Executive Dean.
Moodle	Moodle is an online learning system that may be used to administer examinations that are multiple-choice or short answer in nature.

4 Conduct of Examinations & Requirements of Students

Students are required to read and familiarise themselves with this Policy **and** the UBSS Examination Procedures document (PowerPoint presentation) posted in the Policies & Procedures Section of their MyGCA account **prior** to the commencement of examinations. During each trimester, the Examination Procedures are sent as an attachment to the MyGCA bulletin informing students of the examination timetable.

Ignorance of this policy and procedures is not accepted as an excuse for violation of examination policy or procedures.

All students are required to follow the invigilator's instructions at all times before, during and after the examination period.

For examinations, students must -

- Be on time and go to the correct examination room as advertised by UBSS;
- Upon request by the invigilator, present their GCA Student Card;
- Bring their own permitted items; Not bring prohibited items;
- Not disturb, distract or disrupt other students;

[Examination Policy & Guidelines] [Version v13 – Review date June 2021]

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- Remain completely silent while waiting for the exam to start;
- **NOT talk at any time in the examination room.** Any student found talking during the exam is in breach of UBSS exam procedures and is issued with a warning. A student found talking in the examination room more than once is **disqualified**, with the student's exam paper scoring an automatic **zero**;
- NOT take any exam papers or writing booklets (used or unused) from the exam room;
- Not take a mobile phone into the examination room. Mobile phones are to be switched off and left with the invigilator; NOT be late for any examination. Late students may not be permitted into the exam room and therefore may not be allowed to sit for the exam.

Where a subject has more than one class offered within a trimester, each class will have a significantly different mid-term exam to be delivered to each class.

The above rules also apply to mid-trimester examinations held during timetabled classes. The timetable for mid-trimester tests is published in the subject outline that the lecturer uploads onto Moodle before each trimester. Due to their lower assessment weightings, mid-trimester examinations are generally supervised by the lecturer; however, external invigilators may be employed if approved by the **Executive Dean**.

5 Special Consideration and Conditions

Students who have a physical or other disability and who require additional assistance or facilities in order to undertake an examination are required to advise Student Services at least two weeks prior to the holding of the examination. Documentation must be provided where relevant. Appropriate arrangements are then be made in consultation with the student.

6 Misbehaviour & Misadventure during Exams

6.1 Misbehaviour

Students who deliberately and provocatively **refuse** to follow the **invigilator's/lecturer's instructions** or **who are disruptive towards other students** are **automatically disqualified** from the exam and required to leave the exam room. A mark of zero is recorded on their exam paper, and they are denied any request for a Supplementary Examination. The invigilator must provide a written report of the incident to the **Executive Dean**.

6.2 Cheating

Cheating in an examination is a very serious offence. Cheating refers to, but is not limited to, behaviour that includes: attempting to copy the work of others; attempting to communicate with other students in the examination room in order to obtain or share information; being in possession of prohibited items; and attempting to access websites, personal computer folders, emails, etc. during Moodle examinations with a view to falsely fabricating answers and/or information.



PROHIBITED items found in the exam room before an exam starts, during reading time or within the examination period are confiscated and an incident report is submitted by the invigilator to the **Academic Operations Coordinator**, who formally reports the incident to the Academic Integrity committee at the next scheduled meeting.

Students caught cheating in any way during exams will be reported to the Academic Integrity committee. Any offending material found by the invigilator/lecturer is immediately confiscated and is NOT returned to the student (with the exception of personal items of value). An incident report is prepared by the invigilator and submitted, with evidence attached, to the Academic Operations Coordinator, who formally reports the incident to the Academic Integrity committee at the next scheduled meeting. All incidents of cheating are put on the student's record.

6.3 Incident Report

Invigilators who consider that students have misbehaved, catch students cheating or discover students with prohibited items must prepare an incident report that is signed by both invigilators in the examination venue. This report, with all relevant evidence attached, is submitted to the Academic Operations Coordinator.

The Chair of the Academic Integrity committee and committee members review these reports after every test or examination period, and decide on the most appropriate actions to be taken. Students are informed of the Academic Integrity committee decisions in writing. Decisions are reached based on the nature of the incident/s.

For a minor offence, the student may be counselled about their misbehaviour, with the test or examination mark upheld. For a serious offence where there is a clear intention to cheat, a grade of zero may be given for the test or examination.

All incident reports, whether upheld or dismissed, are placed on the student's MyGCA journal, and are taken into account if further incident reports are submitted for that student.

7 Non-Attendance at Examinations

Students who cannot attend an examination must advise Student Services prior to the commencement of the examination. They must then apply for a Supplementary Examination via their MyGCA account. Absences from mid-trimester examinations must be applied for within a student's MyGCA account. All application requests must be accompanied by a valid Medical Certificate with provider number or an official document that describes an emergency (such as a police report).

The **Executive Dean** or delegate considers appropriately documented requests for make-up examinations. If granted, the **Executive Dean** or delegate advises the lecturer that the student may take a supplementary assessment or contacts the student via their MyGCA account to arrange a Supplementary Final Examination. If the request is denied, the student is not able to sit the examination again and a zero mark is recorded.

Requests for resit examinations (Supplementary Final Examinations or Supplementary Mid-Trimester Examinations) are only approved where **timely, clear and compelling evidence** of illness or emergency is proven by the student, and are only considered within the rules and principles outlined in the *UBSS Supplementary Examination Policy*.



7.1 Non-Attendance at Mid-Trimester Examinations

Students who have approved leave are eligible for a supplementary exam. The student is responsible for contacting the Academic Coordinator to arrange this exam. The exam must be taken within two weeks of returning to the School.

8 Illness During an Examination

A student who becomes ill during an examination and is unable to continue must raise their hand to advise the invigilator. They must submit their exam paper/s to the invigilator regardless of how many questions they have attempted. The invigilator prepares an Incident Report outlining the circumstances; this report is signed by both the invigilator and the student. Students who wish to take a supplementary examination must make a formal application as outlined above.

9 Supplementary Examinations

A **Supplementary Examination** is a resit examination that is held for students who:

- For approved reasons such as valid medical reasons or other reasons for their absence, are not able to attend the regular examination; OR
- Failed the overall regular assessment but meet special criteria required to sit for a supplementary examination.

Eligibility for a Supplementary Examination refers to the criteria that must be satisfied **prior** to UBSS approving an application to sit for a supplementary examination.

9.1 Eligibility

To be eligible for a supplementary examination a student must:

- Not have attended the regular final examination due to illness or an emergency situation. In this case the student must produce official evidence of the illness (such as a medical certificate) or the emergency situation (such as a police report) which confirms that the illness or emergency occurred at the same time the examination was held. Medical leave must be applied for during the final exam period. If approved, the student is allowed to follow the steps below; OR
- Be in their final trimester at the end of the most recent examination period, do not have a mark in the range 40 – 49, but have finished all other subjects, and have a CoE that has expired or is due to expire before the end of the next trimester of study; OR.
- Have failed the subject with a final mark in the range 40-49 and were officially recorded as having attempted all required assignments and the final examination for the subject. Having failed the initial overall assessment, the maximum mark the student can achieve in this case is 50. If the student achieves a mark below 50, the student fails the subject and will have to repeat the subject.

A student who failed a subject due to cheating is not eligible for a supplementary exam for the subject.



9.2 Steps for Applying for Supplementary Examination

Supplementary exams are only provided for subjects in the trimester just completed. No supplementary exams are offered or allowed for subjects delivered prior to this timeframe.

Students applying for a Supplementary Final Exam must select an exam time using the “Resit Exam Timetable” on-line through their MyGCA account.

In very unusual circumstances, the Executive Dean or Program Director may ask the lecturer for the subject in which the student failed to review the student’s performance over the entire trimester. If the particular student has performed consistently in other assessment tasks over the trimester and their Final Examination grade was a marginal fail the Academic Dean may, on the recommendation of the lecturer, awarded a Pass with a mark of 50.

If the student has applied to undertake a Supplementary Final Examination and their performance in the earlier assessments satisfy the required criteria, they are approved to sit for the Supplementary Final Examination.

The Supplementary Final Examination substitutes for first-sits of both the In-Trimester and Final Examination. Hence, students passing the Supplementary Final Examination also pass in the subject.

If the student is successful in the Supplementary Final Examination, a pass grade of 50 marks is awarded for the subject. No higher grade than 50 marks can be awarded where the original grade for that subject was below 50 marks.

Students eligible to sit for a delayed Final Examination due to illness or emergency must attempt the Supplementary Final Examination paper; however, their script mark is also their subject mark. (They can therefore receive a mark above 50)

No credit is given to students who do not attend their timetabled Supplementary Final Examination.

All Supplementary Final Examinations are conducted by Student Administration and are held during the first three weeks of the following trimester. Student Administration informs students of the appropriate arrangements and notifies students of final marks.

9.3 Conduct of Supplementary Examinations

Subject Coordinators/Assessors must:

Be available (or, if unavailable, make alternative arrangements with the Academic Coordinator for a nominee to be available) to answer any inquiries from invigilators or students during a supplementary examination.

Arrange for marking and recording of results by the date specified.

Ensure that the Supplementary Examination paper is at least 85 percent different in content (but with weighting of 100 percent) to the original examination paper.

9.4 Cost of Supplementary Examinations

Eligible students will be charged a fee of **\$250** per subject, payable prior to the Supplementary examination sitting.



10 Document Change Control

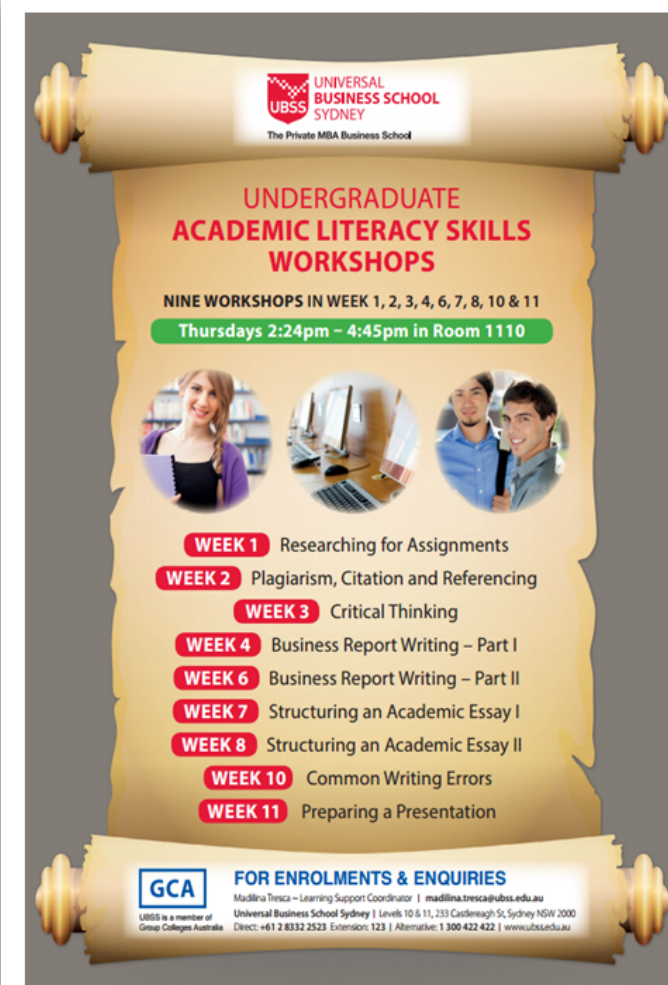
Version	Change Description	Date	Author
v12	Refreshed format	November 2017	Professor Ian Bofinger
v12	Amendment to definition of examination (Section 3)	November 2017	Professor Greg Whateley
v12	Amendment regarding non-duplication of examination papers in the case of multiple classes (Section 4)	November 2017	Professor Greg Whateley
v12	Incorporation of supplementary examination matters into single policy (Section 9)	November 2017	Professor Greg Whateley
V12.1	6.2 Cheating – reporting process added	June 2018	Jotsana Roopram
V12.1	6.3 Incident report process expanded	June 2018	Jotsana Roopram
V13	Refreshed and new review date embedded	August 2019	Professor Greg Whateley

ATTACHMENT 6

Support Workshops

Each trimester UBSS provides support workshops that cater specifically for literacy enhancement and eLibrary skills – regarded as the two most essential elements of student support outside the classroom.

Literacy is the focus for undergraduate students at present –



**UNIVERSAL
BUSINESS
SCHOOL
SYDNEY**
The Private MBA Business School

**UNDERGRADUATE
ACADEMIC LITERACY SKILLS
WORKSHOPS**

NINE WORKSHOPS IN WEEK 1, 2, 3, 4, 6, 7, 8, 10 & 11
Thursdays 2:24pm – 4:45pm in Room 1110

WEEK 1 Researching for Assignments
WEEK 2 Plagiarism, Citation and Referencing
WEEK 3 Critical Thinking
WEEK 4 Business Report Writing – Part I
WEEK 6 Business Report Writing – Part II
WEEK 7 Structuring an Academic Essay I
WEEK 8 Structuring an Academic Essay II
WEEK 10 Common Writing Errors
WEEK 11 Preparing a Presentation

GCA **FOR ENROLMENTS & ENQUIRIES**
Madlira Tresca – Learning Support Coordinator | madlira.tresca@ubss.edu.au
UBSS is a member of Group Colleges Australia
Universal Business School Sydney | Levels 10 & 11, 233 Castlemagh St, Sydney NSW 2000
Direct: +61 2 8332 2523 Extension: 123 | Alternative: 1 300 422 422 | www.ubss.edu.au

A structured approach to assist students is provided over an eight week period. Students identified as 'at risk' are shepherded into these workshops from the outset and throughout the semester.

The timing of the workshops has been refined to provide maximum access.

eResearch skills are also regarded as imperative and a series of single session workshops are provided for undergraduate students –



UNIVERSAL BUSINESS SCHOOL SYDNEY
The Private MBA Business School

UNDERGRADUATE
RESEARCH SKILLS WORKSHOP
eLibrary

Thursdays 11:45am – 1:45pm in Room 1110 / eResource Room

You only attend ONE Workshop

Week 3
Week 4
Week 6
Week 7
Week 8
Week 10
Week 12

informit
emerald PUBLISHING
UNDERGRADUATE
GALE CENGAGE Learning

Enhance your research skills, expand your knowledge and submit quality work

GCA **FOR ENROLMENTS & ENQUIRIES**
Madilina Tresca – Learning Support Coordinator | madilina.tresca@ubss.edu.au
Universal Business School Sydney | Levels 10 & 11, 233 Castlereagh Street, Sydney NSW 2000
Direct: +61 2 8332 2523 Extension: 123 | Alternative: 1 300 422 422 | www.ubss.edu.au

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Version 2.0 2015

The emphasis is placed on accessing the range of eResources available to students including the extensive eLibrary at UBSS.

Students are permitted to attend multiple sessions if desired.

Two additional workshops are made available to *postgraduate students* in line with needs and interests.

An eResearch workshop *and* a preparation for employment –



UBSS UNIVERSAL BUSINESS SCHOOL SYDNEY
The Private MBA Business School

MBA

RESEARCH SKILLS WORKSHOP
eLibrary

Wednesdays 8:30am – 11:30am in Room 1003 / eResource Room

You only attend ONE Workshop

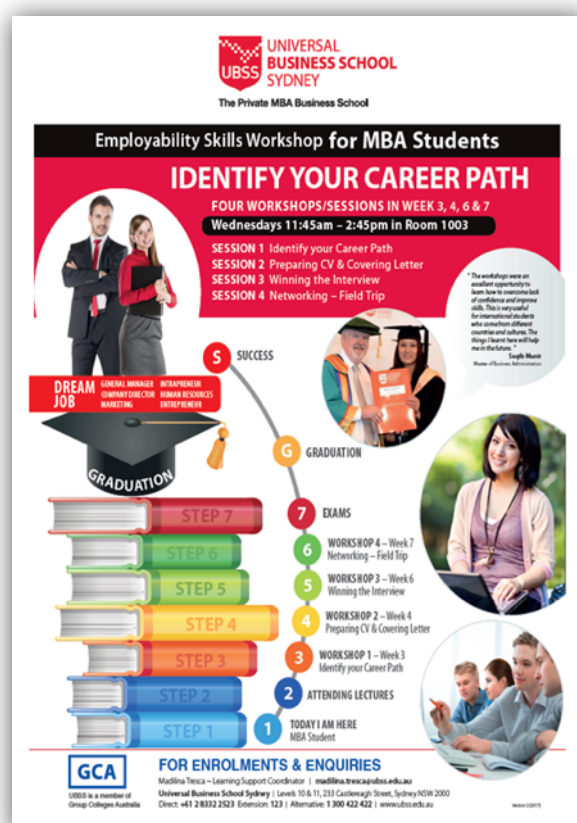
Week 3
Week 4
Week 6
Week 7
Week 8
Week 10
Week 12

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ProQuest
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MBA
GALE CENGAGE Learning

Enhance your research skills, expand your knowledge and submit quality work

GCA FOR ENROLMENTS & ENQUIRIES
Madeline Trezza – Learning Support Coordinator | madeline.trezza@ubss.edu.au
Universal Business School Sydney | Levels 10 & 11, 233 Castlereagh Street, Sydney NSW 2000
Direct: +61 2 8332 2523 Extension 123 | Alternative: 1 300 422 422 | www.ubss.edu.au

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UBSS UNIVERSAL BUSINESS SCHOOL SYDNEY
The Private MBA Business School

Employability Skills Workshop for MBA Students

IDENTIFY YOUR CAREER PATH

FOUR WORKSHOPS/SESSIONS IN WEEK 3, 4, 6 & 7
Wednesdays 11:45am – 2:45pm in Room 1003

SESSION 1 Identify your Career Path
SESSION 2 Preparing CV & Covering Letter
SESSION 3 Winning the Interview
SESSION 4 Networking – Field Trip

"The workshops were an excellent opportunity to learn how to overcome lack of confidence and improve skills. This is very useful for international students who come from different countries and cultures. The things I learnt here will help me in the future."
Sophie Hume
Master of Business Administration

DREAM JOB
GENERAL MANAGER
CONSUMER DIRECTOR
MARKETING
INDEPENDENT
BUSINESS DEVELOPMENT
ENTREPRENEUR

SUCCESS

GRADUATION

7 EXAMS
6 WORKSHOP 4 – Week 7
Networking – Field Trip
5 WORKSHOP 3 – Week 6
Winning the Interview
4 WORKSHOP 2 – Week 4
Preparing CV & Covering Letter
3 WORKSHOP 1 – Week 3
Identify your Career Path
2 ATTENDING LECTURES
1 TODAY I AM HERE
MBA Student

GCA FOR ENROLMENTS & ENQUIRIES
Madeline Trezza – Learning Support Coordinator | madeline.trezza@ubss.edu.au
Universal Business School Sydney | Levels 10 & 11, 233 Castlereagh Street, Sydney NSW 2000
Direct: +61 2 8332 2523 Extension 123 | Alternative: 1 300 422 422 | www.ubss.edu.au

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ATTACHMENT 7

**WELLBEING AND SAFETY POLICY**

Document ID	3.23
Related Documents	UBSS Student Code of Conduct GCA Critical Incident Policy GCA Group of Companies Work, Health and Safety (WHS) Policy UBSS Equity and Diversity Policy UBSS Expulsion Policy GCA Student Welfare Policy
Date	October 2018
Date of Next Review	June 2021
Authorised by	UBSS Academic Senate
Approved by	UBSS Academic Senate, September 2018
Version	V2
Responsible Officer	Executive Dean
References and Legislation	TEQSA guide note on wellbeing and safety HESF 2015 (HES Framework) – specifically 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 6.2.1e, 6.1.4 and 7.2.1 AHRC Change the Course Report Universities Australia 10 Point Action Plan

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1 Purpose

1.1 Context

This policy outlines the principles (and procedures) around wellbeing and safety at UBSS and is consistent with the current practices evidenced at UBSS and published on the UBSS Website – ‘Wellbeing and Safety Management at UBSS’ (March 2018)

2 Scope

2.1 Rationale

International and local students need to feel safe in their place of study and confident that their welfare is being taken into consideration at all times – this includes physical and emotional safety. The policy applies to all staff members, students, visitors, volunteers and contractors.

2.2 Legislative Context

- The Higher Education Support Act (HESA)
- The Educational Services for Overseas Students Act (ESOS): 2000

3 Definitions

Item	Definition
Wellbeing	A state or condition wherein a person realises his/her potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his/her community.
Safety	A condition of being protected from or unlikely to cause danger, risk or injury (physical and/or emotional)
Concierge	An amalgam position of security, detailing and hospitality.
Code of Conduct	An agreement on rules of behaviour for the members of that group/organisation.



4 Policy Statement

UBSS is committed to –

Providing its people with a welcoming, safe and healthy working and learning environment;

Continuously improving its health, safety and wellbeing performance;

Supporting and promoting wellbeing;

Continually consulting with staff and students on matters of safety and wellbeing;

Regularly reporting on WHS;

Identifying and managing WHS risk and student welfare;

Allocating appropriate resources to ensure wellbeing and safety.

5 Mechanisms in place to ensure wellbeing and safety at UBSS

UBSS currently has in place considerable resource to secure the wellbeing and safety of students and staff on a daily, ongoing basis including –

A full time Learning Support Coordinator

Full time Student Services Staff

An experienced Executive Dean

Informed Program Directors

An International Student Agent Network

Orientation Briefings

Ongoing student feedback

Ongoing staff feedback

A contained Campus

CCTV (24/7)

Surveillance by Senior Staff (ongoing)

A swipe card (ID) security system

Maximum viewpoints – significant glass throughout campus

No extra curricula social events

An active WHS Committee

ATTACHMENT 8



GCA Group of Companies Work, Health and Safety (WHS) Policies and Procedures



These policies and procedures manual have been developed to assist staff during the course of their work. It outlines common GCA WHS policies and procedures. GCA reserves the right to change any of these policies and procedures at any time with endorsement of the WHS Committee. Changes and omissions are expected.

Version 1.3

December 2016

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PART A: WORK HEALTH AND SAFETY (WHS) ARRANGEMENTS

1. Purpose

The purpose of this Plan is to establish and maintain an effective health and safety management system. Group Colleges Australia (GCA) is committed to implementing a structured approach to workplace health and safety in order to achieve a consistently high standard of safety performance. This Plan will assist GCA in meeting its obligations in accordance with work health and safety legislation. This Plan applies to all GCA officers and workers and to other persons at risk from work carried out at GCA workplaces. Failure to comply with the requirements of this Plan may lead to disciplinary action.

2. Work Health and Safety (WHS) Policy

The Statement of Commitment and the Implementation of Policy Commitment provide the overarching direction GCA will follow in pursuit of workplace health and safety outcomes. These commitments are;

2.1 Statement of Commitment

GCA is committed to providing a workplace that enables all work activities to be carried out safely. We will take all reasonably practicable measures to eliminate or minimise risks to the health, safety and welfare of workers, contractors, visitors, and anyone else who may be affected by our operations. We are committed to ensuring we comply with the Work Health and Safety Act 2011. We will also comply with any other relevant legislation, applicable Codes of Practice and Australian Standards as far as possible.

This WHS Management Plan and GCA's WHS Policies and Procedures set out the safety arrangements and principles which are to be observed by and its workers to ensure compliance with the WHS Act and to provide appropriate mechanisms for continuing consultation and management of WHS matters.

2.2 Implementation of Policy Commitment

GCA is committed to ensuring, so far as is reasonably practicable, the health and safety of its workers (employees, contractors, labour hire workers, outworkers, apprentices, students or volunteers) while they are at work, and that the health and safety of other persons (e.g. visitors) is not put at risk from our operations. This will be achieved by:

- providing and maintaining a healthy and safe work environment through the implementation of safe work practices, safe systems of work and the provision of safe plant and equipment;
- ensuring that workplaces under the control of GCA are safe, without risk to health, and have safe means of access and egress;
- routinely consulting in order to maintain effective and co-operative relationships between GCA and its workers, and with other duty holders, on health and safety matters in the workplace; and
- Reviewing, through appropriate mechanisms, the effectiveness of the safety measures taken.

GCA's commitment to providing safe and healthy working environments for its workers includes:

- providing relevant, up-to-date WHS information to all workers on matters such as workplace safety and their responsibilities;
- Providing expert assistance in WHS matters where necessary;
- Providing instruction and/or training in work processes where appropriate;
- Developing and implementing strategies which include workplace assessment, hazard Identification, and appropriate remedial action to eliminate or control hazards; and
- Implementing and maintaining appropriate information and reporting.

3. Definitions

Terminology	Definition
Person Conducting a Business or Undertaking (PCBU)	A PCBU has the primary duty of care to ensure, so far as is reasonably practicable: > the health and safety of its workers while they are at work, and > that the health and safety of other persons is not put at risk from work carried out as part of the conduct of the PCBU. GCA is a PCBU.
Officer	It is an officer's duty to exercise due diligence to ensure that the PCBU complies with its health and safety obligations under the WHS Act. > GCA's Managing Director is the Officer under the WHS Act. > Campus Managers may also be Officers under the WHS Act Note: A person is an Officer under the WHS Act only if they "make, or participate in making, decisions that affect the whole, or a substantial part, of the business of the corporation; or who has the capacity to affect significantly the corporation's financial standing". Whether a person is an Officer or not under the WHS Act will depend on the facts of the particular situation.
Worker	Previously known as 'employee'. The term worker includes employees, contractors and sub-contractors and their employees, labour hire

	employees, outworkers, apprentices and trainees, work experience students and volunteers
WHS Committee members	Members elected by their work group to represent them in health and safety matters.
Other persons	Includes any visitors

4. Responsibilities

4.1 PCBU

As the duty holder, GCA, being the PCBU, must:

- ensure the health and safety of its workers and others in our workplace
- ensure the health and safety of other persons is not put at risk from work carried out as part of its operations
- provide and maintain a work environment that is without risks to health and safety
- provide and maintain safe plant and structures
- provide and maintain safe systems of work
- ensure the safe use, handling and storage of plant, structures and substances
- provide adequate facilities for the welfare of workers
- provide information, training, instruction and supervision
- monitor the health of workers and the conditions of our workplaces.

Specific duties as a PCBU also include:

- record and notify Comcare of any notifiable incidents arising out of the conduct of the business or undertaking
- ensure authorisations are in place for any high risk work or plant
- consult so far as reasonably practicable with other PCBUs or persons who have a duty in regard to a work health and safety matter
- consult so far as reasonably practicable with workers, their representatives and Health and Safety Representatives on work health and safety matters.

4.2 Campus Managers

Campus Managers are responsible for providing a workplace that is, as far as reasonably practicable, safe and healthy workplace for workers and visitors, in particular in the areas of their control. This includes:

- modelling health and safety leadership
- demonstrating a commitment to good health and safety performance, by: – talking about safety at regular meetings – ensuring safe work procedures are followed – reporting incidents, hazards and safety concerns promptly – assessing task risk and not allowing an activity to continue until it can be controlled adequately

- fostering a strong work health and safety culture where worker input is valued
- Actively support the identification of hazards and risks and the management of these
- Understand and monitor safety performance objectives
- Proactively manage other duty holders (e.g. contractors), when required.

4.3 Workers

Workers must take reasonable care for their own health and safety while they are at work, and take reasonable care that their acts or omissions do not adversely affect the health and safety of other persons. They must comply, so far as they are reasonably able, with any reasonable instruction given by the Campus Manager, as well as co-operating with any reasonable GCA policy or procedure which relates to workplace health and safety. On a day to day basis, this includes:

- to the extent of the worker's control or influence over working conditions and methods, take reasonable care to work safely
- making sure that the work area safe when leaving it
- make proper use of all appropriate safeguards, safety devices and personal protective equipment
- Follow agreed safe working practices and rules
- Report all known hazards, accidents and incidents as soon as possible.

It is acknowledged that, in accordance with the Act, a worker may cease, or refuse to carry out work if they have a reasonable concern the work would expose the worker to a serious risk to their health or safety.

The Act requires workers who cease work to notify the relevant Campus Manager that they have ceased unsafe work as soon as practicable after doing so. It also requires workers to remain available to carry out 'suitable alternative work'. This would not however require workers to remain at any place that poses a serious risk to their health or safety

4.4 Contractors

Contractors, sub-contractors and self-employed persons are defined as "workers" under the WHS Act if they carry out work in any capacity for GCA . They are required to:

- comply with the requirements of the WHS legislation
- have in place any work health and safety policies and programs required under State or Territory safety legislation
- consult with GCA about safety matters and comply with GCA policies
- Work safely and to include the safety of GCA staff and visitors in their safety plans.

If any staff member believes that a contractor may be engaging in an unsafe work practice, they are required to report this issue to their manager.

4.5 Visitors

Visitors and other persons to also have responsibilities to abide by our workplace safety rules and procedures. These responsibilities include to:

- take reasonable care for their own health and safety and for the health and safety of other persons
- comply with, so far as they are reasonably able, all reasonable safety directions provided by staff
- report all safety related incidents to staff
- ensure the adequate supervision of any accompanying children
- not enter any restricted area without authorisation or escort
- not willfully or recklessly interfere with property

5. CONSULTATION AND COMMUNICATION ARRANGEMENTS

Open communication between workers and managers is important to ensuring a safe workplace.

Therefore, workers are encouraged to:

- ask questions relating to WHS
- bring up safety concerns
- make recommendations regarding WHS
- give regular feedback
- become involved in evaluation of safety issues
- Participate in any WHS related problem solving process. It is important that workers help shape decisions about WHS particularly when:
 - identifying hazards and assessing risks
 - making decisions about ways to eliminate or minimise those hazards or risks
 - proposing business changes that may affect the health and safety of workers
 - purchasing of new equipment or substances
 - Developing or changing job tasks or safety procedures.

All workers belong to a work group and are encouraged to raise any work health and safety concerns they may have with their Campus manager and/or GCA WHS Committee member. If the issue identified remains unresolved, it should be raised directly with the GCA WHS Committee chairperson.

5.1 Health and Safety Committee

Health and Safety Committees provide the forum for the constructive discussion of measures to assure health and safety in the workplace. At GCA the Health and Safety Committee will meet quarterly and:

- facilitate co-operation between the PCBU and workers in the instigation, development and implementation of WHS policies and procedures
- assist in developing standards, rules and procedures relating to health and safety
- consult with workers regarding their WHS concerns
- consult with management regarding worker WHS concerns including change that may influence WHS more broadly
- ensure the conduct of regular workplace inspections.

Minutes of the latest Health and Safety Committee meeting will be made available for all workers to

review

The GCA WHS committee constitution is located:

https://moodle25.gca.edu.au/pluginfile.php/5639/mod_resource/content/1/GCA%20WHS%20Constitutio%20June%202013.pdf

6. AUTHORITATIVE SOURCES

- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Approved Work Health and Safety Codes of Practice

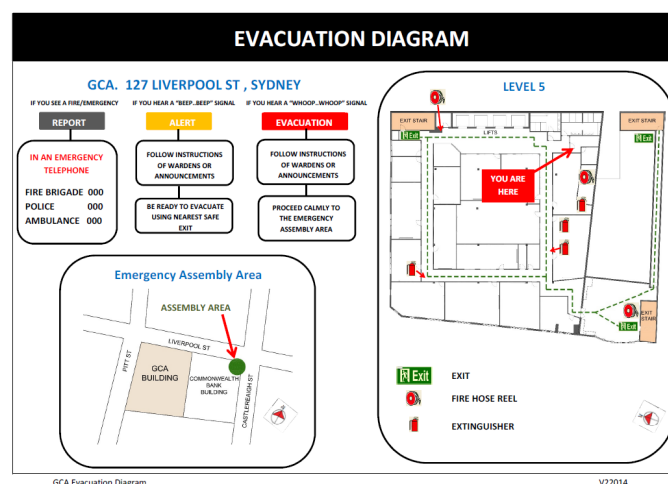
PART B: GENERAL WHS INFORMATION

1. EMERGENCY PROCEDURES

An emergency evacuation plan has been developed and this plan, together with a list of emergency contacts, is displayed in the following locations:

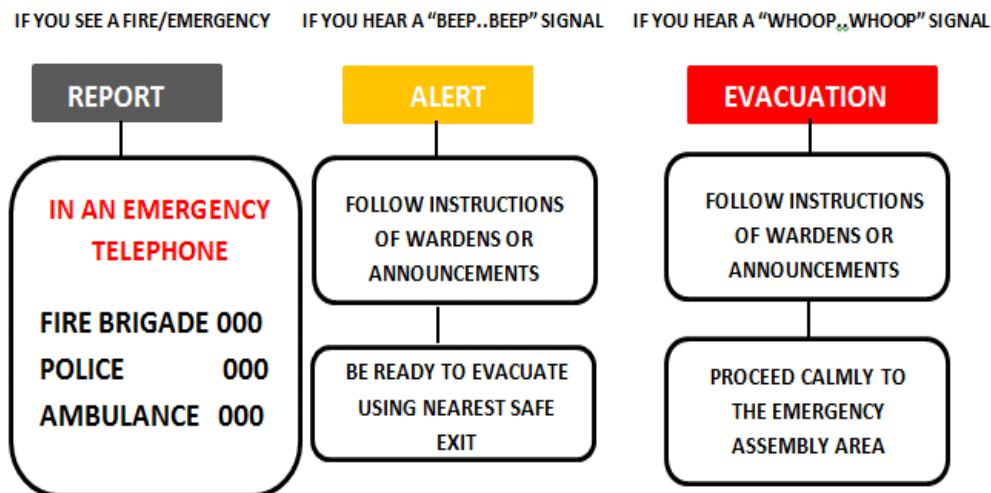
- Office/reception
- Common areas
- Classrooms

Example:



All fire equipment, such as fire extinguishers, will be tested by an approved provider every 12 months.

What to do in an emergency:



2. HAZARD/INJURY/INCIDENT REPORTING

How to Report a Hazard or Injury or Incident:

All managers and workers including contractors are required to complete an incident form if a hazard/injury/incident occurs, and:

- Advise the Campus Manager of the incident or injury or hazard
- For recording purposes complete a Hazard/Injury/Incident Report Form
- Complete the relevant sections of the form giving details of the incident. The form should be completed even when an injury has not occurred, that is, in the event of a near miss
- All hard copy forms should be signed by the relevant parties
- The Campus Manager must record all injuries on the injury register

3. FIRST AID

3.1 Definitions

- First aid is the immediate treatment or care given to a person suffering from an injury or illness until more advanced care is provided or the person recovers.
- First aid officer is a person who has successfully completed a nationally accredited training course or an equivalent level of training that has given them the competencies required to administer first aid.

GCA has in place the following first aid procedures, as required by First Aid in the Workplace Code of Practice

- The appointment and training of First Aid Officers (FAO)

- The provision of first aid kits within the workplace
- Clear signage with the name of the FAO and the location of the first aid kits
- It is the FAO's responsibility to ensure that the contents of all first aid kits are maintained

3.2 First Aid Officer Training

- The minimum level of training for a FAO is the Senior First Aid Certificate (or equivalent)
- Refresher training should be undertaken every three years.

3.3 First Aid Officer Responsibilities

- The FAO is approved to render first aid assistance in the workplace.
- The FAO should ensure that they do not administer first aid services beyond their level of training.
- A record of any first aid treatment given should be kept by the FAO and reported to the line Manager on a regular basis to assist with reviewing first aid arrangements.

3.4 First Aid—Summary For the Campus Manager

- Ensure that a First Aid Officer (FAO) has been appointed and trained.
- Keep a copy of the FAO's qualifications.
- Ensure that a first aid kit is provided and maintained by the FAO.
- Advise all middle managers and workers of the name of the FAO and the location of the kit.
- Place a sign on the wall where the kit is located.
- First Aid in the Workplace Code of Practice is available on the Comcare website.

3.5 First Aid Emergency Procedure

Familiarity with local emergency procedures will assist in responding promptly to a medical emergency.

Staff & Student Disclosure of Medical Conditions

Staff and students with known medical conditions are encouraged to disclose their conditions and recommended first aid responses to the GCA First Aid Officers located in Student Services. The health information disclosed shall be kept confidential in accordance with Privacy legislation requirements. Records, if kept, must be in a locked drawer and only accessed by these nominated First Aid Officers.

Serious Medical injuries/ illnesses

- If a student or staff member is seriously injured or ill, a nominated First Aid Officer from Student Services should be contacted to immediately assess the situation and commence first aid if required.
- If they assess that the injured or ill person needs further medical treatment following first aid treatment, they should refer the person to further medical attention by contacting an ambulance on 000 from internal phones or 112 from any external or mobile phone.

- It is important that all Student Services staff are notified if an ambulance is called. If contacted by the ambulance service, they will be able to provide additional information to guide the Ambulance to the correct location.
- After calling the ambulance, if possible someone should be dispatched to flag down the ambulance outside the building.
- A Group Colleges Australia register of incidents must be filled out by all parties involved.
- A copy of the register of incidents must be uploaded to the students account immediately.

Non-Life threatening injuries

- A nominated First Aid Officer from Student should be requested to immediately assess the situation and call an ambulance for all serious injuries and illnesses, and commence first aid.
- If they assess that the injured or ill person does not require further medical treatment following first aid treatment, they must log the incident in the register of injuries.
- A Group Colleges Australia register of incidents must be filled out by all parties involved.
- A copy of the register of incidents must be uploaded to the students account immediately

4 RISK MANAGEMENT AND THE RISK REGISTER

WHS risk management is a systematic process of hazard identification, risk assessment, and risk control with the aim of providing healthy and safe conditions for managers, workers, visitors and contractors at GCA. As required by the WHS Act, GCA has adopted a risk management approach to underpin its WHS Management System. This approach involves all managers and workers in identifying hazards, assessing and prioritizing risks, implementing control measures and reviewing how effective the control measures are.

4.1 Definitions

- WHS Hazard: Anything which has the potential to cause injury or illness.
- WHS Risk: A WHS risk is the chance of someone becoming injured or ill as a result of a workplace hazard. This significance of the risk is determined by considering the likelihood of it happening and the consequences if it does happen.
- WHS Risk Control: WHS risk control is action taken to eliminate or reduce the likelihood that exposure to a hazard will result in injury or illness to people or damage to property and the environment.

4.2 The Risk Management Process

WHS risk management should be undertaken for all activities where there is the potential for harm

including:

- before activities commence
- before the introduction of new equipment, procedures or processes;
- When equipment, procedures or processes are modified.

Step 1: Identify the Hazard

A hazard is a source or potential source of injury, ill health or disease. Hazard identification is the process of identifying all situations and events that could cause injury or illness by examining a work area/task for the purpose of identifying all threats which are 'inherent in the job'. Tasks can include, but may not be limited to using tools, hazardous chemicals, dealing with people, lifting/moving items and mustering.

Step 2: Assess the Risk

Assessing the risk from a hazard determines its significance. Firstly, consider the consequences should something happen; will it cause a serious injury, illness or death or a minor injury. Secondly, consider how likely is this to occur—very likely, not likely at all or somewhere in between? Some of the things to think about include:

- how often is the task undertaken
- how frequently are people near the hazard
- how many people are near the hazard at a particular time
- has an incident happened before > have there been any 'near misses'

Use the table below to determine how significant the risk is. Where a manager, worker, contractor, or visitor to the workplace identifies a hazard, GCA requires that it is eliminated or reduced in consultation with the relevant stakeholders.

- Step 1: identify the Consequences—or how severely could it hurt someone
- Step 2: identify the Likelihood—or how likely is it for an injury to occur
- Step 3 & 4: identify the Risk Priority Score—to prioritise your actions
- Step 5: apply the hierarchy of hazard control
- Step 6: identify who, how and when the effectiveness of controls will be checked and reviewed

Step 1—CONSEQUENCES How severely could it hurt someone? or How ill could it make someone?— Circle it		Step 2—LIKELIHOOD How likely is it for an injury to occur?—Circle it			
		Very likely, could happen frequently	Likely, could happen occasionally	Unlikely, could happen, but rare	Very unlikely, could happen, probably never will
		L1	L2	L3	L4
Kill or cause permanent disability or ill health	C1	Very high risk (1)	Very high risk (1)	High Risk (2)	Substantial Risk (3)
Long term illness or serious injury	C2	Very high risk (1)	High Risk (2)	Substantial Risk (3)	Moderate Risk (4)
Medical attention and several days off work	C3	High Risk (2)	Substantial Risk (3)	Moderate Risk (4)	Acceptable Risk (5)
First Aid needed	C4	Substantial Risk (3)	Moderate Risk (4)	Acceptable Risk (5)	Low Risk (6)

Step 3: Risk Priority Score Identifies the Necessary Action and Response

Step 3—RISK PRIORITY SCORE	Step 4—ACTION AND RESPONSE
1 = Very High Risk	Stop the activity—immediate action is required to ensure safety—safety measures applied must be cleared by the Station Manager before any activity recommences Proceed with caution—immediate reporting of emerging or ongoing risk exposure at this level to the Station Manager for decision is mandatory
2 = High Risk	
3 = Substantial Risk	Be aware—action required as soon as possible to prevent injury or illness
4 = Moderate Risk	Report these risks to the responsible Manager during the current shift or before the next shift
5 = Acceptable Risk	Do something when possible. Manage by routine procedures.
6 = Low Risk	These risks should be recorded, monitored and controlled by the responsible Manager

Step 4: Control the Hazards

Control the hazards—the aim is to implement the most reliable controls to create a safe workplace rather than simply relying on people to behave safely, following processes or using protective equipment. In many cases, a combination of several control strategies may be the best solution.

Hierarchy of control strategies (in order of preference):

- eliminate the hazard; remove the equipment from use, dispose of unwanted chemicals
- substitute; use a non-hazardous chemical, use a different machine that can do the same task
- isolation; contain noisy machinery within a booth
- engineering controls; design equipment differently, providing lifting devices to minimise manual handling
- administrative processes; task variation, job rotation, training
- personal protective equipment; gloves, hearing protection, eye protection

Step 5: Review the Process

Continuously review to monitor and improve control measures and find safer ways of doing things

Step 6: Workplace Hazard Inspections

GCA is required by WHS legislation to be proactive in identifying hazards in the workplace which may affect the health and safety of its workers and eliminating or minimising the risks arising from those hazards.

In order to ensure a safe and healthy workplace, the GCA WHS committee should undertake WHS hazard inspections of the workplace regularly and at any other times as required.

The hazard inspection should be undertaken by following the principles of WHS risk management and using the information and checklists, located on the GCA WHS Moodle page

(<https://moodle25.gca.edu.au/course/view.php?id=197>)

If any hazards are identified through the hazard inspection process, controls must be implemented to ensure that the risk to health and safety is eliminated or minimised.

Step 7: WHS Record Keeping

The WHS committee should retain all WHS documents. These documents are required to be filed for 30 years in safe storage accessible only to authorised personnel in accordance with the Privacy Amendment (Enhancing Privacy Protection) Act 2012 (Cth).

PART C: SPECIFIC WHS REQUIREMENTS

1. INAPPROPRIATE BEHAVIOR

Bullying, harassment, discrimination and violence of any form will not be tolerated at GCA.

GCA will take action to resolve the complaint. If the complaint is found to be valid, action may include any combination of the following:

- Asking for an apology
- Creating an agreement with the offender that will stop the behavior of concern
- Conciliation/mediation conducted by an independent/impartial third party to seek a mutually acceptable solution
- Disciplinary action in the form of verbal, written or final warning or dismissal
- All violence will be reported to the police.

In determining the action to be taken, the following factors will be considered:

- Severity and frequency of the behavior

- Whether there have been previous incidents or prior warnings.

2. CONTRACTORS

GCA is committed to ensuring that all workers under its control, including contractors and subcontractors have a safe and healthy environment in which to perform their duties.

Contractors are likely to be workers employed by to undertake a specific task; the delivery/pickup of goods, tradespeople undertaking repair or maintenance work within the workplace.

In order to achieve this objective, it is recognized that contractors need to be:

- suitably experienced to perform the tasks
- in possession of all necessary licenses, permits, registrations and insurance required to perform the works safely and in compliance with appropriate regulations
- notified of any potential hazards associated with the location or use of the area where the works are to be carried out
- made aware of Emergency Procedures
- All contractors must abide by WHS requirements which will be advised to them before engagement by the relevant Campus Manager.

PART D: FORMS AND CHECKLISTS

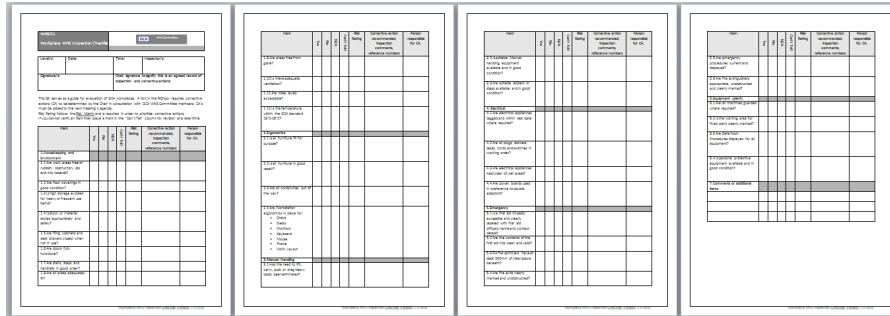
1. First Aid Officer Register

(Location: <https://moodle25.gca.edu.au/mod/resource/view.php?id=3444>)

[illegible]

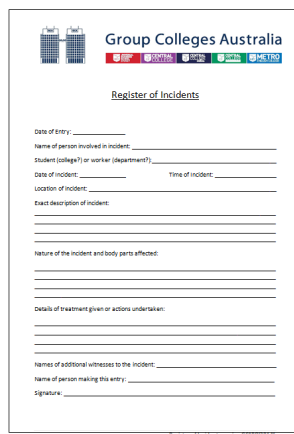
2. Work Inspection Checklist

(Location: <https://moodle25.gca.edu.au/mod/resource/view.php?id=3451>)



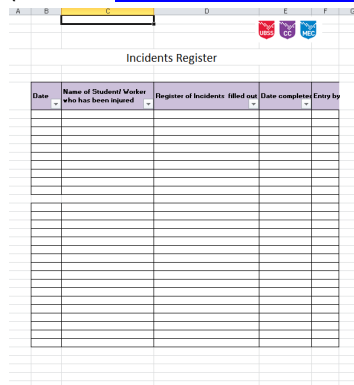
3. Register of Incidents form

(Location: <https://moodle25.gca.edu.au/mod/resource/view.php?id=9222>)



4. Incidents record register

(Location: <https://moodle25.gca.edu.au/mod/resource/view.php?id=9225>)



ATTACHMENT 9

GCA IT - Business Unit Report**Period of Report:** October 2019

On Track	Active Monitoring	Concerns
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The GCA IT Department is responsible for all IT related equipment and infrastructure across all divisions of GCA. This includes PCs, Thin Clients, Network Servers, Cloud services, and all back-end software.

The goal of the GCA IT Department is to provide a service which performs well, is highly reliable, highly secure, and cost effective.

1	Growth	Budget	Time	Risks
		Continuous Improvement - Cost optimisation of Amazon Cloud Hosting Primary benefit – supporting the cash flow of GCA Risk Register Item : 5.4 TEQSA Provider Threshold Standard : 2.1 Hosting costs have increased by 7.6% over the previous month. See Section 3 for more information.		
		New workstations for MyQual staff MyQual has recently been switched over to the NBN, and this has increased their internet bandwidth by over 800% when compared with their old ADSL connection. This has allowed for standard PC workstations to be installed in place of the thin-client terminals previously used. These PCs allow for seamless audio and video playback, as well as full videoconferencing facilities via Microsoft Teams. One PC has been installed (for Carlos to test), and all remaining terminals will be replaced by the end of November.		
		Re-routing of cables in all UBSS classrooms The cables that run from the teacher's PC in all UBSS classrooms have now been re-routed from the desk to the ceiling via a flexible conduit. This eliminates all cabling on the floor and also eliminates all wall-mounted connections. This eliminates the possibility that a cable will be accidentally disconnected. See Attachment 1 for more information.		
		New copiers for Accounts and UBSS Admin staff The old Konica-Minolta copiers that were used by the Accounts and UBSS Admin staff have been replaced with new units. The total number of copiers in use has also decreased from 5 to 4, saving around \$400 per month. The new units will support proximity card authentication, so that staff no longer have to enter their credentials manually to use the device. This feature should be active by the end of November.		

2	Diversity	Updated Oracle database backup system – Amazon S3 Risk Register Item : 6.2 TEQSA Provider Threshold Standard : 7.1, 7.4 <p>The system used to back up our Oracle database instance (used by myGCA) has been improved to take advantage of the Amazon S3 cloud storage system. This allows for daily database snapshots to be stored indefinitely at less than half the cost of the previous storage method.</p>		
		Next Steps: <p>Continue with Amazon cost optimisations.</p> <p>Continue to monitor the server performance metrics to determine if further hosting cost reductions are possible.</p>		
		Budget	Time	Risks
3	Quality Assurance	Progress: <p>N/A</p>		
		Next Steps: <p>N/A</p>		
		Budget	Time	Risks
		TEQSA Provider Threshold Standards : 7.1, 7.2, 7.4 Uptime Statistics (October 2019) : <p>Overall system uptime (last week of October) : 100%</p> <p>Overall system uptime (month of October) : 100%</p> <p>Overall system uptime (last 3 months) : 100%</p> <p>Overall system uptime (last 6 months) : 99.995%</p> <p>Overall system uptime (last 12 months) : 99.959%</p> <p>Over the last 12 months, the TEQSA portal achieved 99.806% uptime.</p> <p>The benchmark for system uptime is generally accepted to be 99.95% for any commercial system.</p> <p>Amazon themselves have their uptime goal set to 99.99% for their own cloud hosting:</p> <p><i>"AWS will use commercially reasonable efforts to make the Included Products and Services each available with a Monthly Uptime Percentage of at least 99.99%"</i></p> <p>- https://aws.amazon.com/ec2/sla/</p> <p>Microsoft has their uptime goal for Office 365 set to 99.90%:</p>		

	<p><i>"Get peace of mind knowing that your services are available with a guaranteed 99.9% uptime, financially backed service level agreement (SLA)."</i></p> <ul style="list-style-type: none"> - https://products.office.com/en-au/business/office-365-for-business-support-options <p>The goal of GCA is to meet the "five nines" uptime rating, which equates to 99.999%.</p> <ul style="list-style-type: none"> - https://en.wikipedia.org/wiki/High_availability <p>System outages / performance issues :</p> <p>NONE.</p> <p>Cloud Hosting – October 2019:</p> <p>Amazon hosting costs for October 2019 : \$8,985.58 USD</p> <p>This figure is up by \$631.21 (7.6%) when compared with last month (September 2019).</p> <p>This figure is up by \$1,996.76 (28.6%) when compared to April 2019 (6 months ago).</p> <p>This figure is up by \$1,705.34 (23.4%) when compared to October 2018 (12 months ago).</p> <p>Amazon hosting costs (per student) for October 2019 : \$5.45 USD</p> <p>Please refer to Attachments 2 and 3 for more details.</p>
	<p>Next Steps:</p> <p>Continue optimisation of hosted environment to further reduce hosting costs.</p>

4	Risk	Budget	Time	Risks
	<p>TEQSA Provider Threshold Standards : 7.1</p> <p>GCA Risk Register</p> <p>The GCA Risk Register contains all of the applicable risks to IT, and their mitigation strategies.</p> <p>Please refer to Attachment 5 for more details.</p> <p>The Risk Register was updated for the most recent ARC meeting (held on October 30th, 2019). A total of 35 different risks related to IT are included.</p>			

	Next Steps: Identify and determine mitigation strategies for any new risks that affect the IT infrastructure.

5	WHS	Budget	Time	Risks
		TEQSA Provider Threshold Standards : 7.1		
		Outstanding issues: No outstanding WHS issues relating to IT exist at any GCA site.		
		Next Steps: Monitor and act on any newly discovered or reported WHS issues that relate to IT.		

Risk and WHS remain standing items at UBSS and require ongoing management and reporting

ATTACHMENT 10

WELLBEING AND SAFETY MANAGEMENT AT UBSS

The wellbeing and safety of students at UBSS is of prime concern and every attempt is made to inform students (and staff) of the importance of maintaining vigilance around health, wellbeing and safety (including the issue of sexual harassment) while on campus.

Additional emphasis is also placed on safety and precautions off campus.

There are a number of *Threshold Standards* relevant to the discussion including –

- 2.3.1 - avenues and contacts for support for students if needed;
- 2.3.2 - availability of specific types of personal support services;
- 2.3.3 - ensuring that support services offered reflect the needs of student cohorts;
- 2.3.4 - promotion of a safe environment;
- 2.3.5 - management of critical incidents;
- 6.2.1e - risk identification and mitigation included in risk register;
- 6.1.4 - evidence of the commitment and discussion of the governing bodies; □ 7.2.1 - the information needs to be accessible to the students.

UBSS Senior Management has considered the AHRC Change the Course Report; TEQSA Guidance Note on Wellbeing and Safety V1.2 (January 8, 2018) and the Universities Australia 10 Point Action Plan.

In response, UBSS has ensured compliance with these standards in the following way – **Avenues and contacts for support for students if needed (2.3.1)**

The first point of call at UBSS is the **Learning Support Coordinator** whose brief is to support students during difficult or strained times. This is best expressed in the current position description –

Position Description	
Reporting to: Executive Dean – UBSS	
Direct Reports: No If yes, which positions?	
Main Responsibilities: <ul style="list-style-type: none"> Proactively promote and conduct workshops for students in the use of electronic library materials, namely in conducting sophisticated searches to obtain desired academic results; Provide individual advice and guidance to students to address deferment of studies, holiday leave, attendance and extension of <u>CoEs</u>, study loads, fees and <u>ad hoc</u> issues. Proactively promote, design and conduct employability workshops for the benefit of both postgraduate and undergraduate students; Collaboratively work with the Executive Dean and Academic Senate to ensure that processes pertaining to 'Early Intervention' and 'At Risk' are adhered to and actioned. 	<ul style="list-style-type: none"> Collaboratively work with the Executive Dean and Academic Senate to ensure learning support activities complement the needs of students and are reviewed accordingly: Academic English Workshops. Monitor and record the number of students attending study skills/learning support/other workshops; Provide individual consultation to students to address their academic concerns relating to study skills or specific subject content; and ensure records are kept of all consultations; Collaboratively work with and support Executive Dean on a daily basis regarding student issues: booking student appointments (where applicable), writing official letters for students, providing updates on non-financial students and maintaining communication with Student Services.

The office of the LSC is well located for access and privacy within the *Office of the Executive Dean*.

Student Services (on Level 10) is a potential first stop – where an appointment with the LSC can be achieved.

The **Executive Dean** (on Level 11) has the overall responsibility for the wellbeing and safety of all staff and students. Students can make an appointment with the ED through the LSC.

UBSS has in place a significant **International Student Agent Network** that provides social and cultural support during their study period in Australia on an ongoing basis.

Availability of specific types of personal support services (2.3.2)

The **Learning Support Coordinator** is the prime support person – as indicated in 2.3.1 above.

Students are informed of *additional support mechanisms* during orientation each trimester –



This section deals with –

- Evacuation
- Emergency contacts
- First Aid
- Hygiene
- International student safety
- Security
- Swimming
- Beach safety



This section deals with –

- Compliance
- Home
- Working
- Overseas Students Ombudsman
- Safety and Rights at Work



This section deals with –

- Support Staff
- OSHC (Health Care)
- Counselling

These details are readily available to students on the UBSS website via the orientation information page - <http://www.ubss.edu.au/Content.aspx?pid=141>

Ensuring that support services offered reflect the needs of student cohorts (2.3.3)

Support services and support mechanisms are reviewed on an ongoing basis (at least quarterly) and adjustments are made to these services as required. Current feedback from students suggest a high level of satisfaction as reflected in the most recent SFUs (T3, 2017)

Trimester 3, 2017

Marking Criteria					Survey Questions			
1	2	3	4	5		B Bus	B Acc	MBA
strongly disagree	disagree	neutral	agree	strongly agree	Q1 The subject provided useful knowledge and skills	4.3	4.2	4.4
					Q2 The learning outcomes were achievable	4.2	4.1	4.3
					Q3 The subject workload was manageable	4.2	4.0	4.2
					Q4 The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.3	4.0	4.2
					Q5 The lecturer was well prepared for each class	4.4	4.2	4.4
					Q6 The lecturer provided useful feedback	4.3	4.0	4.3
					Q7 The lecturer had a good knowledge of the subject matter	4.4	4.2	4.4
					Q8 The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.3	4.1	4.3
					Q9 The lecturer was available to discuss learning problems outside of class time	4.1	4.0	4.2
					Q10 The assessment requirements were clearly explained	4.3	4.1	4.3
					Q11 Overall the teaching in the subject was of a high quality	4.3	4.1	4.3
Average						4.3	4.1	4.3

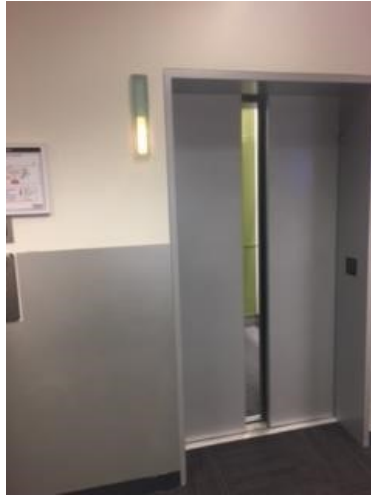
The same appears to be the case with staff in the most recent survey T3, 2017 –

Survey Questions		T2 2016	T3 2016	T1 2017	T2 2017	T3 2017
Q1	You are provided with the tools and resources to do your job well	4.10	4.00	4.87	4.63	4.81
Q2	Your job requirements are clearly communicated and goals and strategies are clearly defined	4.20	4.40	4.80	4.68	4.75
Q3	You feel encouraged to come up with new and better ways of doing things	4.10	4.20	4.73	4.53	4.50
Q4	Your supervisor visibly demonstrates a commitment to quality	4.10	4.20	4.87	4.79	4.69
Q5	You are satisfied with the level of involvement in decisions that directly affect your work?	3.90	4.20	4.53	4.37	4.63
Q6	UBSS does a good job of keeping employees informed about matters affecting your work?	4.00	4.30	4.93	4.79	4.81
Q7	Overall, you are satisfied with your job?	4.20	4.50	4.87	4.79	4.88
Average		4.09	4.26	4.80	4.65	4.72

Promotion of a safe environment (2.3.4)

A significant level of effort and resource has gone into ensuring a safe environment for students (and staff) at UBSS. This includes –

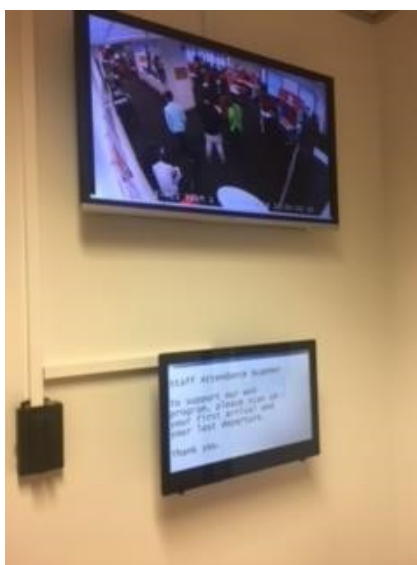
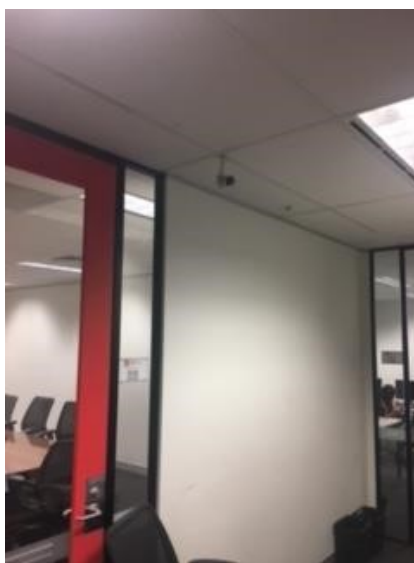
UBSS is a contained campus - over 2 floors (Level 10 and 11) of 233 Castlereagh Street. Access for students is via Level 10 only. Access is limited from 8am to 8pm each working day – this ensures a high level of safety and security. Student lift access is limited to Level 10.



UBSS regularly monitors all areas of campus – given the floor space and the fact that UBSS is not a *sprawling* campus. It is acknowledged that UBSS is a highly controlled environment;

CCTV cameras have been installed throughout the campus (currently 12 locations);





Public CCTV monitors (viewable) are located on both levels of the campus to highlight the usage (this includes suitable CCTV notices).

Five senior managers (in the building) have access to CCTV coverage via desktop monitors-



Access to vision is also available to senior managers on smartphones using 'Blue Iris'.

Program Directors and senior staff are encouraged to 'walk the two floors' at least every three hours (if not more) to be seen and to monitor activity and behaviour;



A Swipe card system is in place to ensure that only UBSS students are admitted to the classrooms;



All academic and support staff office doors (including the staff lounge) have a full pane of glass embedded to maximise vision -



All staff members are given instruction on protocols of out of class student interface, discussion and meetings;

There are no extra curricula student social events encouraged at UBSS – it is viewed as a teaching and learning facility. Given the prime location in the Sydney CBD students are encouraged to use the facilities of the surroundings as much as possible. This accommodates a zero tolerance of drug and alcohol abuse on campus.

Student Services - on Level 10 is easily accessible to students and is operational between 8am and 5pm each day -



The Student eResource Room is all glass doors and walls for high level visibility –



UBSS (through GCA) has an active WHS Committee that meets regularly; reports to a Board Director (who in return reports to the GCA Board of Directors' meetings); and conducts regular physical inspections of the site (including the all-important fire escape/stairs). Fire warden training is mandatory and occurs every six months.

UBSS each evening of operation (Monday through Thursday each week) employs a Concierge who constantly patrols and monitors activity between 5.30pm and 9.30pm on Levels 10 and 11. The role of the concierge is a mix of security, hospitality and detailing.

UBSS has in place an early intervention procedure around non-academic misconduct. Any misbehaviour is managed by the Academic Integrity Committee that meets twelve (12) times each year –

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
GCA Board			23			15			14		21	
GCA Management		9	9	6	11	8	6	10	7	12	9	5
Audit and Risk Committee			14			6			5		14	
Academic Senate			15		10	28		30		18		13
Academic Integrity	31	28	28		2,23	20	18	22	12	10	7	5

The committee is chaired by a member of the UBSS Executive – **Associate Professor Wayne Smithson** and includes a student member to ensure consistency and appropriateness of response and outcome.

Management of critical incidents (2.3.5)

UBSS (as part of GCA) has a critical incident policy in place and is available on the UBSS website via the policies and procedures page – <http://www.ubss.edu.au/Content.aspx?pid=268>

that is refreshed and monitored on a regular basis. There is easy access to the policy via the UBSS website.

The policy is in place and is followed accordingly.

UBSS covers all related policies and procedures in the induction of new staff – both academic and professional.

UBSS staff represent a wide range of nationalities and are culturally aware of the need and nature of the support provided to students from a diverse range of countries (currently 39 source countries).

Risk identification and mitigation included in risk register (6.2.1e)

The current GCA Risk Register acknowledges the importance of safety as evidenced in a range of lines –

1.4 TEQSA Threshold Standards	Failure to meet and evidence Threshold Standards for re-Registration for HE and ELICOS courses	Potential deregistration to offer Higher education courses	Possible	Extreme	High	Each trimester an audit committee consider compliance against the New Threshold Standards	GW	Ongoing – each Trimester an audit against the new TS is undertaken
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1.6 Workplace Health & Safety (WHS) Act 2011	Failure to maintain WHS standards for students and staff	Potential legal action/medical costs; closure of premises	Unlikely	Moderate	Medium	Ensure WHS Committee and processes are maintained	JW	Ongoing
--	--	---	----------	----------	--------	---	----	---------

3.5	Maintaining eResources	Impact on support for students	Rare	Moderate	Low	Maintaining high levels of eResourcing including eLibrary (ongoing expansion) and LMS	GW, SB and DL	Ongoing
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3.8	Failure to create positive esteem and confidence across the GCA student body	Students retention problems; negative impact on external reputation	Unlikely	Moderate	Low	Focus on success stories and profiling of institution - especially externally (e QILT)	GW, SB and DL	Ongoing
3.9	Parkland	Student	Unlikely	Moderate	Medium	Management of pathways	GW, SB and DL	Ongoing

6.0 Technical								
6.1	Failure /loss of MyGCA Student System	Breach of records retention requirements; lost/corrupt data; inability to perform admin functions by staff and students	Rare	Moderate	Low	Maintain current back-up system and minimise outage	JW	Ongoing
6.2	Failure/loss of GCA computing environment	Lost/corrupt data; impact on student learning and staff productivity	Rare	Moderate	Low	Maintain current back-up system and minimise outage	JW	Ongoing
6.3	Failure/loss of Moodle Learning System	Disruption to students learning	Rare	Minor	Low	Maintain current back-up system and minimise outage	JW	Ongoing

7.0 Physical Resources								
7.1	Damage to the campus (classrooms, facilities, etc.)	Loss of teaching time; cancellation of classes; loss of staff productivity; high expenses to repair damage	Rare	Insignificant	Low	Maintain current vigilance	JM and JW	Ongoing

The mitigation is ongoing (as should be the case).

Evidence of the commitment and discussion of the governing bodies (6.1.4)

The UBSS Bureaucracy is committed to, informed about, and supportive of providing a safe environment for students.

The TEQSA paper and *this* response to TEQSA will be presented and discussed at each of the following meetings (prior to the end of Q2, 2018) as a specific line item –

- Executive Dean's Team – April 9
- Program Directors' Team – April 12
- Executive Management Team – April 6
- Academic Senate – May 10
- GCA Board of Directors – June 15
- Audit and Risk Committee – June 6
- Staff Professional Development Day – May 8

MEETING SCHEDULE 2018												
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
GCA Board			23			15			14		21	
GCA Management		9	9	6	11	8	6	10	7	12	9	5
Audit and Risk Committee			14			6			5		14	
Academic Senate			15		10	28		30		18		13
Academic Integrity	31	28	28		2,23	20	18	22	12	10	7	5
Grade Review					4			24				11
Course Advisory			2			8						4
Work Health Safety		8			16			22			14	
UBSS Graduations												
Executive Dean Team	22 & 29	5,12, 26	5,12,26	9, 30	14,21,28	4,25	2, 16,23, 30	20	3,10,17, 24	8,15,22	5,12	3 & 10
Program Director Team	25	1,8, 15, 22	1,8,15,22,29	5,12,19,26	3,10,17,24,31	7,14,21,28	5,12,19,26	2,9,16,23,30	6,13,20,27	4,11,18,25	1,8,15,22,29	6,13
PEST	24	21	21	18	23	27	25	29	26	24	21	12
CENSUS		9				1			21			

Information accessible to students (7.2.1)

Information on safety and wellbeing on campus is highlighted at orientation sessions (and captured on the UBSS website via the orientation information page) -

<http://www.ubss.edu.au/Content.aspx?pid=141>

The Critical Incident Policy is readily available on the UBSS website via the policies and procedures page - <http://www.ubss.edu.au/Content.aspx?pid=268>

Information on the International Student Ombudsman is provided a part of the orientation process and documentation (available all year round) –



Available on the UBSS website via the orientation information page -

<http://www.ubss.edu.au/Content.aspx?pid=141>

The effectiveness of the current controlled physical environment; monitoring measures put in place; clear policy and procedure communicated to staff and students; clear incident procedure; and preventative harm minimisation measures has led to UBSS *not* having had a sexual assault or sexual harassment incident in the 10-year history of the School. *We remain vigilant.*

Professor Greg Whateley

Jotsana Roopram

Associate Professor Andrew West

March 2018

ATTACHMENT 11

**WELLBEING AND SAFETY POLICY**

Document ID	3.23
Related Documents	UBSS Student Code of Conduct GCA Critical Incident Policy GCA Group of Companies Work, Health and Safety (WHS) Policy UBSS Equity and Diversity Policy UBSS Expulsion Policy GCA Student Welfare Policy
Date	October 2018
Date of Next Review	June 2021
Authorised by	UBSS Academic Senate
Approved by	UBSS Academic Senate, September 2018
Version	V2
Responsible Officer	Executive Dean
References and Legislation	TEQSA guide note on wellbeing and safety HESF 2015 (HES Framework) – specifically 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 6.2.1e, 6.1.4 and 7.2.1 AHRC Change the Course Report Universities Australia 10 Point Action Plan

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1 Purpose

1.1 Context

This policy outlines the principles (and procedures) around wellbeing and safety at UBSS and is consistent with the current practices evidenced at UBSS and published on the UBSS Website – ‘Wellbeing and Safety Management at UBSS’ (March 2018)

2 Scope

2.1 Rationale

International and local students need to feel safe in their place of study and confident that their welfare is being taken into consideration at all times – this includes physical and emotional safety. The policy applies to all staff members, students, visitors, volunteers and contractors.

2.2 Legislative Context

- The Higher Education Support Act (HESA)
- The Educational Services for Overseas Students Act (ESOS): 2000

3 Definitions

Item	Definition
Wellbeing	A state or condition wherein a person realises his/her potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his/her community.
Safety	A condition of being protected from or unlikely to cause danger, risk or injury (physical and/or emotional)
Concierge	An amalgam position of security, detailing and hospitality.
Code of Conduct	An agreement on rules of behaviour for the members of that group/organisation.



4 Policy Statement

UBSS is committed to –

- Providing its people with a welcoming, safe and healthy working and learning environment;
- Continuously improving its health, safety and wellbeing performance;
- Supporting and promoting wellbeing;
- Continually consulting with staff and students on matters of safety and wellbeing;
- Regularly reporting on WHS;
- Identifying and managing WHS risk and student welfare;
- Allocating appropriate resources to ensure wellbeing and safety.

5 Mechanisms in place to ensure wellbeing and safety at UBSS

UBSS currently has in place considerable resource to secure the wellbeing and safety of students and staff on a daily, ongoing basis including –

- A full time Learning Support Coordinator
- Full time Student Services Staff
- An experienced Executive Dean
- Informed Program Directors
- An International Student Agent Network
- Orientation Briefings
- Ongoing student feedback
- Ongoing staff feedback
- A contained Campus
- CCTV (24/7)
- Surveillance by Senior Staff (ongoing)
- A swipe card (ID) security system
- Maximum viewpoints – significant glass throughout campus
- No extra curricula social events
- An active WHS Committee



A team of Concierges
 Early intervention around non-academic misconduct
 Efficient management of Critical Incidents
 A culturally diverse and aware environment
 Risk identification and mitigation in place
 WHS and Wellbeing is a high priority issue with Governing Body
 An international Student Ombudsman
 A clearly articulated code of conduct

6 Roles and Responsibilities

All staff and students are responsible for each other's safety and wellbeing, including their own. The UBSS Executive Dean is responsible for the overall WHS and wellbeing of the staff and student community.

7 Document Change Control

Version	Change Description	Date	Author
v1	New Policy – articulating the March 2018 publication 'Wellbeing and Safety Management at UBSS (March, 2018)	15.09.2018	Professor Greg Whateley
v2	Refreshed and new review date embedded	August 2019	Professor Ian Bofinger

ATTACHMENT 12



GCA Group of Companies Work, Health and Safety (WHS) Policies and Procedures



These policies and procedures manual have been developed to assist staff during the course of their work. It outlines common GCA WHS policies and procedures. GCA reserves the right to change any of these policies and procedures at any time with endorsement of the WHS Committee. Changes and omissions are expected.

Version 1.3

December 2016

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PART A: WORK HEALTH AND SAFETY (WHS) ARRANGEMENTS

1. Purpose

The purpose of this Plan is to establish and maintain an effective health and safety management system. Group Colleges Australia (GCA) is committed to implementing a structured approach to workplace health and safety in order to achieve a consistently high standard of safety performance. This Plan will assist GCA in meeting its obligations in accordance with work health and safety legislation. This Plan applies to all GCA officers and workers and to other persons at risk from work carried out at GCA workplaces. Failure to comply with the requirements of this Plan may lead to disciplinary action.

2. Work Health and Safety (WHS) Policy

The Statement of Commitment and the Implementation of Policy Commitment provide the overarching direction GCA will follow in pursuit of workplace health and safety outcomes. These commitments are;

2.1 Statement of Commitment

GCA is committed to providing a workplace that enables all work activities to be carried out safely. We will take all reasonably practicable measures to eliminate or minimise risks to the health, safety and welfare of workers, contractors, visitors, and anyone else who may be affected by our operations. We are committed to ensuring we comply with the Work Health and Safety Act 2011. We will also comply with any other relevant legislation, applicable Codes of Practice and Australian Standards as far as possible.

This WHS Management Plan and GCA's WHS Policies and Procedures set out the safety arrangements and principles which are to be observed by and its workers to ensure compliance with the WHS Act and to provide appropriate mechanisms for continuing consultation and management of WHS matters.

2.2 Implementation of Policy Commitment

GCA is committed to ensuring, so far as is reasonably practicable, the health and safety of its workers (employees, contractors, labour hire workers, outworkers, apprentices, students or volunteers) while they are at work, and that the health and safety of other persons (e.g. visitors) is not put at risk from our operations. This will be achieved by:

- providing and maintaining a healthy and safe work environment through the implementation of safe work practices, safe systems of work and the provision of safe plant and equipment;
- ensuring that workplaces under the control of GCA are safe, without risk to health, and have safe means of access and egress;
- routinely consulting in order to maintain effective and co-operative relationships between GCA and its workers, and with other duty holders, on health and safety matters in the workplace; and
- Reviewing, through appropriate mechanisms, the effectiveness of the safety measures taken.

GCA's commitment to providing safe and healthy working environments for its workers includes:

- providing relevant, up-to-date WHS information to all workers on matters such as workplace safety and their responsibilities;
- Providing expert assistance in WHS matters where necessary;
- Providing instruction and/or training in work processes where appropriate;
- Developing and implementing strategies which include workplace assessment, hazard Identification, and appropriate remedial action to eliminate or control hazards; and
- Implementing and maintaining appropriate information and reporting.

3. Definitions

Terminology	Definition
Person Conducting a Business or Undertaking (PCBU)	A PCBU has the primary duty of care to ensure, so far as is reasonably practicable: > the health and safety of its workers while they are at work, and > that the health and safety of other persons is not put at risk from work carried out as part of the conduct of the PCBU. GCA is a PCBU.
Officer	It is an officer's duty to exercise due diligence to ensure that the PCBU complies with its health and safety obligations under the WHS Act. > GCA's Managing Director is the Officer under the WHS Act. > Campus Managers may also be Officers under the WHS Act Note: A person is an Officer under the WHS Act only if they "make, or participate in making, decisions that affect the whole, or a substantial part, of the business of the corporation; or who has the capacity to affect significantly the corporation's financial standing". Whether a person is an Officer or not under the WHS Act will depend on the facts of the particular situation.
Worker	Previously known as 'employee'. The term worker includes employees, contractors and sub-contractors and their employees, labour hire

	employees, outworkers, apprentices and trainees, work experience students and volunteers
WHS Committee members	Members elected by their work group to represent them in health and safety matters.
Other persons	Includes any visitors

4. Responsibilities

4.1 PCBU

As the duty holder, GCA, being the PCBU, must:

- ensure the health and safety of its workers and others in our workplace
- ensure the health and safety of other persons is not put at risk from work carried out as part of its operations
- provide and maintain a work environment that is without risks to health and safety
- provide and maintain safe plant and structures
- provide and maintain safe systems of work
- ensure the safe use, handling and storage of plant, structures and substances
- provide adequate facilities for the welfare of workers
- provide information, training, instruction and supervision
- monitor the health of workers and the conditions of our workplaces.

Specific duties as a PCBU also include:

- record and notify Comcare of any notifiable incidents arising out of the conduct of the business or undertaking
- ensure authorisations are in place for any high risk work or plant
- consult so far as reasonably practicable with other PCBUs or persons who have a duty in regard to a work health and safety matter
- consult so far as reasonably practicable with workers, their representatives and Health and Safety Representatives on work health and safety matters.

4.2 Campus Managers

Campus Managers are responsible for providing a workplace that is, as far as reasonably practicable, safe and healthy workplace for workers and visitors, in particular in the areas of their control. This includes:

- modelling health and safety leadership
- demonstrating a commitment to good health and safety performance, by: – talking about safety at regular meetings – ensuring safe work procedures are followed – reporting incidents, hazards and safety concerns promptly – assessing task risk and not allowing an activity to continue until it can be controlled adequately

- fostering a strong work health and safety culture where worker input is valued
- Actively support the identification of hazards and risks and the management of these
- Understand and monitor safety performance objectives
- Proactively manage other duty holders (e.g. contractors), when required.

4.3 Workers

Workers must take reasonable care for their own health and safety while they are at work, and take reasonable care that their acts or omissions do not adversely affect the health and safety of other persons. They must comply, so far as they are reasonably able, with any reasonable instruction given by the Campus Manager, as well as co-operating with any reasonable GCA policy or procedure which relates to workplace health and safety. On a day to day basis, this includes:

- to the extent of the worker's control or influence over working conditions and methods, take reasonable care to work safely
- making sure that the work area safe when leaving it
- make proper use of all appropriate safeguards, safety devices and personal protective equipment
- Follow agreed safe working practices and rules
- Report all known hazards, accidents and incidents as soon as possible.

It is acknowledged that, in accordance with the Act, a worker may cease, or refuse to carry out work if they have a reasonable concern the work would expose the worker to a serious risk to their health or safety.

The Act requires workers who cease work to notify the relevant Campus Manager that they have ceased unsafe work as soon as practicable after doing so. It also requires workers to remain available to carry out 'suitable alternative work'. This would not however require workers to remain at any place that poses a serious risk to their health or safety

4.4 Contractors

Contractors, sub-contractors and self-employed persons are defined as "workers" under the WHS Act if they carry out work in any capacity for GCA . They are required to:

- comply with the requirements of the WHS legislation
- have in place any work health and safety policies and programs required under State or Territory safety legislation
- consult with GCA about safety matters and comply with GCA policies
- Work safely and to include the safety of GCA staff and visitors in their safety plans.

If any staff member believes that a contractor may be engaging in an unsafe work practice, they are required to report this issue to their manager.

4.5 Visitors

Visitors and other persons to also have responsibilities to abide by our workplace safety rules and procedures. These responsibilities include to:

- take reasonable care for their own health and safety and for the health and safety of other persons
- comply with, so far as they are reasonably able, all reasonable safety directions provided by staff
- report all safety related incidents to staff
- ensure the adequate supervision of any accompanying children
- not enter any restricted area without authorisation or escort
- not willfully or recklessly interfere with property

5. CONSULTATION AND COMMUNICATION ARRANGEMENTS

Open communication between workers and managers is important to ensuring a safe workplace.

Therefore, workers are encouraged to:

- ask questions relating to WHS
- bring up safety concerns
- make recommendations regarding WHS
- give regular feedback
- become involved in evaluation of safety issues
- Participate in any WHS related problem solving process. It is important that workers help shape decisions about WHS particularly when:
 - identifying hazards and assessing risks
 - making decisions about ways to eliminate or minimise those hazards or risks
 - proposing business changes that may affect the health and safety of workers
 - purchasing of new equipment or substances
 - Developing or changing job tasks or safety procedures.

All workers belong to a work group and are encouraged to raise any work health and safety concerns they may have with their Campus manager and/or GCA WHS Committee member. If the issue identified remains unresolved, it should be raised directly with the GCA WHS Committee chairperson.

5.1 Health and Safety Committee

Health and Safety Committees provide the forum for the constructive discussion of measures to assure health and safety in the workplace. At GCA the Health and Safety Committee will meet quarterly and:

- facilitate co-operation between the PCBU and workers in the instigation, development and implementation of WHS policies and procedures
- assist in developing standards, rules and procedures relating to health and safety
- consult with workers regarding their WHS concerns
- consult with management regarding worker WHS concerns including change that may influence WHS more broadly
- ensure the conduct of regular workplace inspections.

Minutes of the latest Health and Safety Committee meeting will be made available for all workers to

review

The GCA WHS committee constitution is located:

https://moodle25.gca.edu.au/pluginfile.php/5639/mod_resource/content/1/GCA%20WHS%20Constitutio%20June%202013.pdf

6. AUTHORITATIVE SOURCES

- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Approved Work Health and Safety Codes of Practice

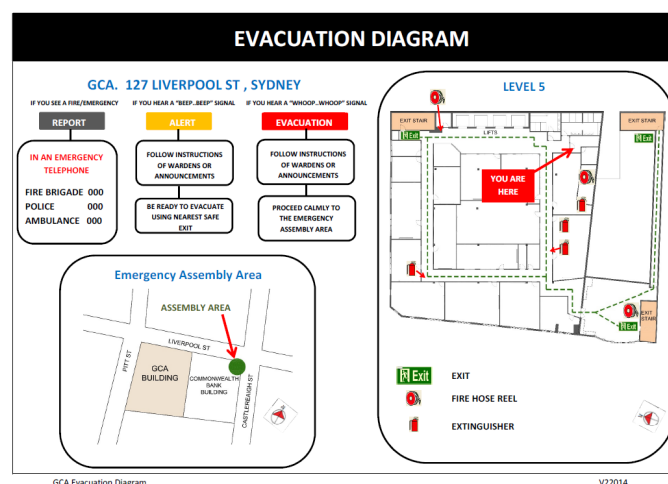
PART B: GENERAL WHS INFORMATION

1. EMERGENCY PROCEDURES

An emergency evacuation plan has been developed and this plan, together with a list of emergency contacts, is displayed in the following locations:

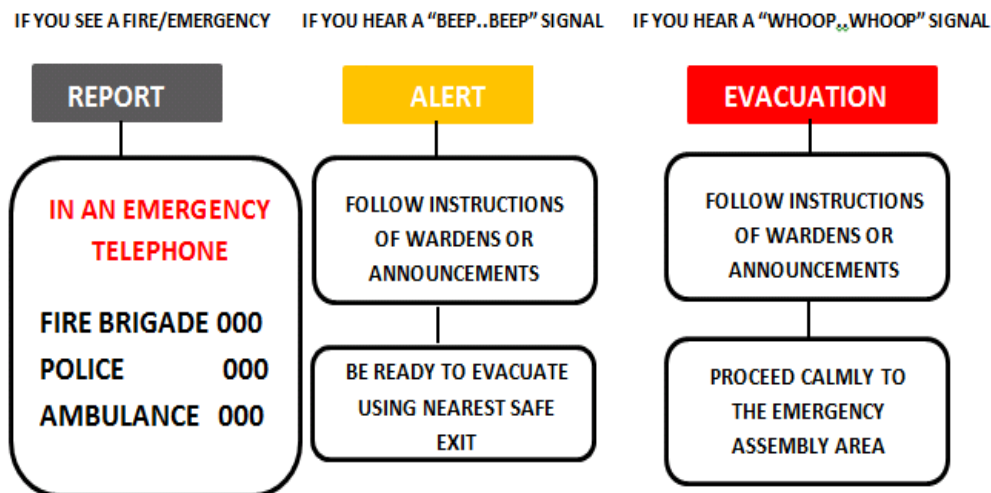
- Office/reception
- Common areas
- Classrooms

Example:



All fire equipment, such as fire extinguishers, will be tested by an approved provider every 12 months.

What to do in an emergency:



2. HAZARD/INJURY/INCIDENT REPORTING

How to Report a Hazard or Injury or Incident:

All managers and workers including contractors are required to complete an incident form if a hazard/injury/incident occurs, and:

- Advise the Campus Manager of the incident or injury or hazard
- For recording purposes complete a Hazard/Injury/Incident Report Form
- Complete the relevant sections of the form giving details of the incident. The form should be completed even when an injury has not occurred, that is, in the event of a near miss
- All hard copy forms should be signed by the relevant parties
- The Campus Manager must record all injuries on the injury register

3. FIRST AID

3.1 Definitions

- First aid is the immediate treatment or care given to a person suffering from an injury or illness until more advanced care is provided or the person recovers.
- First aid officer is a person who has successfully completed a nationally accredited training course or an equivalent level of training that has given them the competencies required to administer first aid.

GCA has in place the following first aid procedures, as required by First Aid in the Workplace Code of Practice

- The appointment and training of First Aid Officers (FAO)

- The provision of first aid kits within the workplace
- Clear signage with the name of the FAO and the location of the first aid kits
- It is the FAO's responsibility to ensure that the contents of all first aid kits are maintained

3.2 First Aid Officer Training

- The minimum level of training for a FAO is the Senior First Aid Certificate (or equivalent)
- Refresher training should be undertaken every three years.

3.3 First Aid Officer Responsibilities

- The FAO is approved to render first aid assistance in the workplace.
- The FAO should ensure that they do not administer first aid services beyond their level of training.
- A record of any first aid treatment given should be kept by the FAO and reported to the line Manager on a regular basis to assist with reviewing first aid arrangements.

3.4 First Aid—Summary For the Campus Manager

- Ensure that a First Aid Officer (FAO) has been appointed and trained.
- Keep a copy of the FAO's qualifications.
- Ensure that a first aid kit is provided and maintained by the FAO.
- Advise all middle managers and workers of the name of the FAO and the location of the kit.
- Place a sign on the wall where the kit is located.
- First Aid in the Workplace Code of Practice is available on the Comcare website.

3.5 First Aid Emergency Procedure

Familiarity with local emergency procedures will assist in responding promptly to a medical emergency.

Staff & Student Disclosure of Medical Conditions

Staff and students with known medical conditions are encouraged to disclose their conditions and recommended first aid responses to the GCA First Aid Officers located in Student Services. The health information disclosed shall be kept confidential in accordance with Privacy legislation requirements. Records, if kept, must be in a locked drawer and only accessed by these nominated First Aid Officers.

Serious Medical injuries/ illnesses

- If a student or staff member is seriously injured or ill, a nominated First Aid Officer from Student Services should be contacted to immediately assess the situation and commence first aid if required.
- If they assess that the injured or ill person needs further medical treatment following first aid treatment, they should refer the person to further medical attention by contacting an ambulance on 000 from internal phones or 112 from any external or mobile phone.

- It is important that all Student Services staff are notified if an ambulance is called. If contacted by the ambulance service, they will be able to provide additional information to guide the Ambulance to the correct location.
- After calling the ambulance, if possible someone should be dispatched to flag down the ambulance outside the building.
- A Group Colleges Australia register of incidents must be filled out by all parties involved.
- A copy of the register of incidents must be uploaded to the students account immediately.

Non-Life threatening injuries

- A nominated First Aid Officer from Student should be requested to immediately assess the situation and call an ambulance for all serious injuries and illnesses, and commence first aid.
- If they assess that the injured or ill person does not require further medical treatment following first aid treatment, they must log the incident in the register of injuries.
- A Group Colleges Australia register of incidents must be filled out by all parties involved.
- A copy of the register of incidents must be uploaded to the students account immediately

4 RISK MANAGEMENT AND THE RISK REGISTER

WHS risk management is a systematic process of hazard identification, risk assessment, and risk control with the aim of providing healthy and safe conditions for managers, workers, visitors and contractors at GCA. As required by the WHS Act, GCA has adopted a risk management approach to underpin its WHS Management System. This approach involves all managers and workers in identifying hazards, assessing and prioritizing risks, implementing control measures and reviewing how effective the control measures are.

4.1 Definitions

- WHS Hazard: Anything which has the potential to cause injury or illness.
- WHS Risk: A WHS risk is the chance of someone becoming injured or ill as a result of a workplace hazard. This significance of the risk is determined by considering the likelihood of it happening and the consequences if it does happen.
- WHS Risk Control: WHS risk control is action taken to eliminate or reduce the likelihood that exposure to a hazard will result in injury or illness to people or damage to property and the environment.

4.2 The Risk Management Process

WHS risk management should be undertaken for all activities where there is the potential for harm

including:

- before activities commence
- before the introduction of new equipment, procedures or processes;
- When equipment, procedures or processes are modified.

Step 1: Identify the Hazard

A hazard is a source or potential source of injury, ill health or disease. Hazard identification is the process of identifying all situations and events that could cause injury or illness by examining a work area/task for the purpose of identifying all threats which are 'inherent in the job'. Tasks can include, but may not be limited to using tools, hazardous chemicals, dealing with people, lifting/moving items and mustering.

Step 2: Assess the Risk

Assessing the risk from a hazard determines its significance. Firstly, consider the consequences should something happen; will it cause a serious injury, illness or death or a minor injury. Secondly, consider how likely is this to occur—very likely, not likely at all or somewhere in between? Some of the things to think about include:

- how often is the task undertaken
- how frequently are people near the hazard
- how many people are near the hazard at a particular time
- has an incident happened before > have there been any 'near misses'

Use the table below to determine how significant the risk is. Where a manager, worker, contractor, or visitor to the workplace identifies a hazard, GCA requires that it is eliminated or reduced in consultation with the relevant stakeholders.

- Step 1: identify the Consequences—or how severely could it hurt someone
- Step 2: identify the Likelihood—or how likely is it for an injury to occur
- Step 3 & 4: identify the Risk Priority Score—to prioritise your actions
- Step 5: apply the hierarchy of hazard control
- Step 6: identify who, how and when the effectiveness of controls will be checked and reviewed

Step 1—CONSEQUENCES How severely could it hurt someone? or How ill could it make someone?— Circle it		Step 2—LIKELIHOOD How likely is it for an injury to occur?—Circle it			
		Very likely, could happen frequently	Likely, could happen occasionally	Unlikely, could happen, but rare	Very unlikely, could happen, probably never will
		L1	L2	L3	L4
Kill or cause permanent disability or ill health	C1	Very high risk (1)	Very high risk (1)	High Risk (2)	Substantial Risk (3)
Long term illness or serious injury	C2	Very high risk (1)	High Risk (2)	Substantial Risk (3)	Moderate Risk (4)
Medical attention and several days off work	C3	High Risk (2)	Substantial Risk (3)	Moderate Risk (4)	Acceptable Risk (5)
First Aid needed	C4	Substantial Risk (3)	Moderate Risk (4)	Acceptable Risk (5)	Low Risk (6)

Step 3: Risk Priority Score Identifies the Necessary Action and Response

Step 3—RISK PRIORITY SCORE	Step 4—ACTION AND RESPONSE
1 = Very High Risk	Stop the activity—immediate action is required to ensure safety—safety measures applied must be cleared by the Station Manager before any activity recommences Proceed with caution—immediate reporting of emerging or ongoing risk exposure at this level to the Station Manager for decision is mandatory
2 = High Risk	
3 = Substantial Risk	Be aware—action required as soon as possible to prevent injury or illness
4 = Moderate Risk	Report these risks to the responsible Manager during the current shift or before the next shift
5 = Acceptable Risk	Do something when possible. Manage by routine procedures.
6 = Low Risk	These risks should be recorded, monitored and controlled by the responsible Manager

Step 4: Control the Hazards

Control the hazards—the aim is to implement the most reliable controls to create a safe workplace rather than simply relying on people to behave safely, following processes or using protective equipment. In many cases, a combination of several control strategies may be the best solution.

Hierarchy of control strategies (in order of preference):

- eliminate the hazard; remove the equipment from use, dispose of unwanted chemicals
- substitute; use a non-hazardous chemical, use a different machine that can do the same task
- isolation; contain noisy machinery within a booth
- engineering controls; design equipment differently, providing lifting devices to minimise manual handling
- administrative processes; task variation, job rotation, training
- personal protective equipment; gloves, hearing protection, eye protection

Step 5: Review the Process

Continuously review to monitor and improve control measures and find safer ways of doing things

Step 6: Workplace Hazard Inspections

GCA is required by WHS legislation to be proactive in identifying hazards in the workplace which may affect the health and safety of its workers and eliminating or minimising the risks arising from those hazards.

In order to ensure a safe and healthy workplace, the GCA WHS committee should undertake WHS hazard inspections of the workplace regularly and at any other times as required.

The hazard inspection should be undertaken by following the principles of WHS risk management and using the information and checklists, located on the GCA WHS Moodle page

(<https://moodle25.gca.edu.au/course/view.php?id=197>)

If any hazards are identified through the hazard inspection process, controls must be implemented to ensure that the risk to health and safety is eliminated or minimised.

Step 7: WHS Record Keeping

The WHS committee should retain all WHS documents. These documents are required to be filed for 30 years in safe storage accessible only to authorised personnel in accordance with the Privacy Amendment (Enhancing Privacy Protection) Act 2012 (Cth).

PART C: SPECIFIC WHS REQUIREMENTS

1. INAPPROPRIATE BEHAVIOR

Bullying, harassment, discrimination and violence of any form will not be tolerated at GCA.

GCA will take action to resolve the complaint. If the complaint is found to be valid, action may include any combination of the following:

- Asking for an apology
- Creating an agreement with the offender that will stop the behavior of concern
- Conciliation/mediation conducted by an independent/impartial third party to seek a mutually acceptable solution
- Disciplinary action in the form of verbal, written or final warning or dismissal
- All violence will be reported to the police.

In determining the action to be taken, the following factors will be considered:

- Severity and frequency of the behavior

- Whether there have been previous incidents or prior warnings.

2. CONTRACTORS

GCA is committed to ensuring that all workers under its control, including contractors and subcontractors have a safe and healthy environment in which to perform their duties.

Contractors are likely to be workers employed by to undertake a specific task; the delivery/pickup of goods, tradespeople undertaking repair or maintenance work within the workplace.

In order to achieve this objective, it is recognized that contractors need to be:

- suitably experienced to perform the tasks
- in possession of all necessary licenses, permits, registrations and insurance required to perform the works safely and in compliance with appropriate regulations
- notified of any potential hazards associated with the location or use of the area where the works are to be carried out
- made aware of Emergency Procedures
- All contractors must abide by WHS requirements which will be advised to them before engagement by the relevant Campus Manager.

PART D: FORMS AND CHECKLISTS

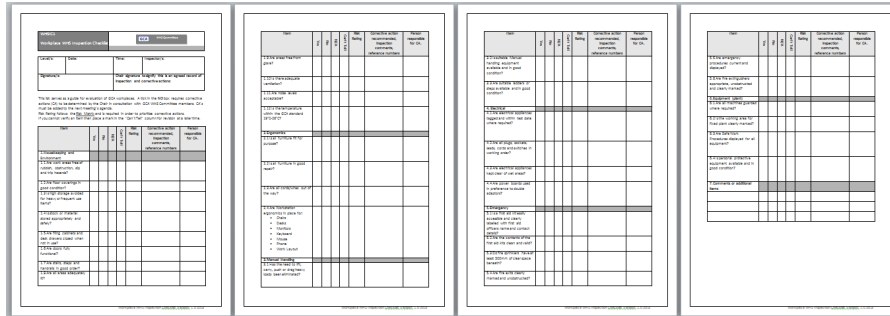
1. First Aid Officer Register

(Location: <https://moodle25.gca.edu.au/mod/resource/view.php?id=3444>)

[illegible]

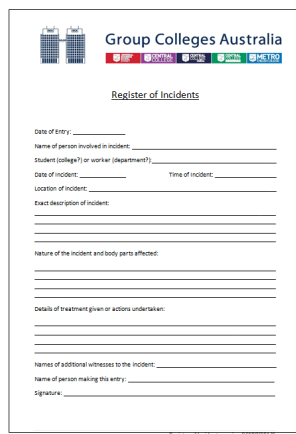
2. Work Inspection Checklist

(Location: <https://moodle25.gca.edu.au/mod/resource/view.php?id=3451>)



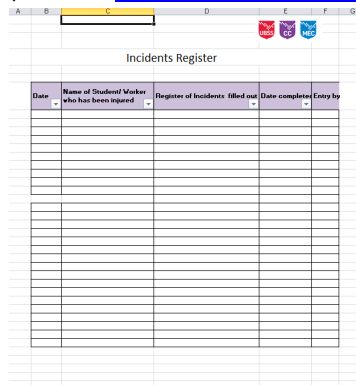
3. Register of Incidents form

(Location: <https://moodle25.gca.edu.au/mod/resource/view.php?id=9222>)

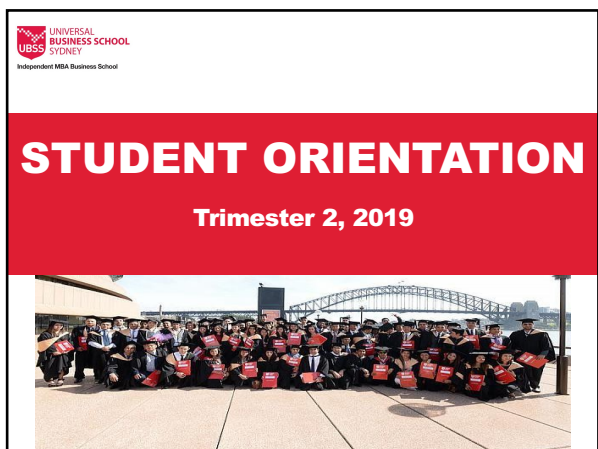


4. Incidents record register

(Location: <https://moodle25.gca.edu.au/mod/resource/view.php?id=9225>)



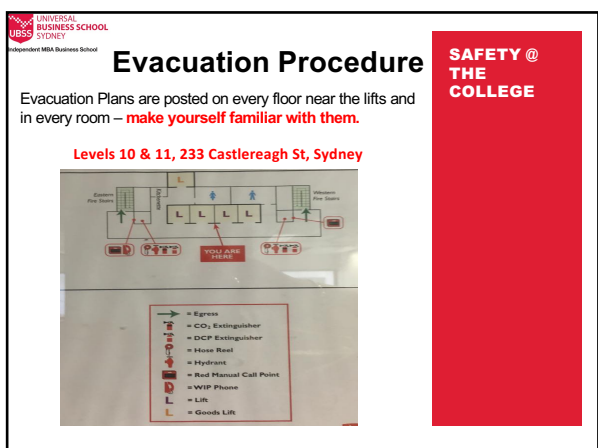
ATTACHMENT 13



1



2



3



4



5



6

UNIVERSAL
BUSINESS SCHOOL
SYDNEY
Independent MBA Business School

 **SYDNEY CBD
MEDICAL CENTRE™
& SKIN CANCER CLINIC**

242 Castlereagh Street Sydney NSW 2000
(02) 9268-0133

For all health related matters you have this Medical Centre
across the street, from our building, for your convenience.

Tell them you are a current registered student of UBSS.

**SAFETY @
THE
COLLEGE**

Locked Bag 7 REDFERN NSW 2016 Tower 2, 1 Lawson Square REDFERN NSW 2016 TEL +61 1300 422 422 FAX +61 2 9310 1548 info@ubss.edu.au www.ubss.edu.au
Group Colleges Australia CMCCL Provider No. 0257102 Australian Institute of Workplace Learning WIL Provider No. 01282 CMCCL Provider No. 025244

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UNIVERSAL
BUSINESS SCHOOL
SYDNEY
Independent MBA Business School

Hygiene on Campus

**Cough etiquette and
respiratory hygiene**


Cover your cough


- When coughing or sneezing, use a tissue to cover your nose and mouth
- Dispose of the tissue afterwards
- Wear a surgical mask, if possible

Wash your hands

- After coughing, sneezing or blowing your nose, wash your hands with soap and water
- Use alcohol-based liquids, gels or wipes if you do not have access to soap and water

Remember hand washing is the single most effective way to reduce the spread of germs that cause respiratory illness.


**Australian Government
Department of Health and Ageing**




**SAFETY @
THE
COLLEGE**



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UNIVERSAL
BUSINESS SCHOOL
SYDNEY
Independent MBA Business School

Hygiene on Campus

Students are to keep bathrooms clean & tidy.
Consider others – **clean up after yourself**.
Paper towel is to go in the bin provided.



MEN	Women
 <ul style="list-style-type: none">• Aim in the bowl• Sit• Flush• Wash your hands	 <ul style="list-style-type: none">• Sit• Use sanitary bins• Flush• Wash your hands


**SAFETY @
THE
COLLEGE**

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UNIVERSAL
BUSINESS SCHOOL
SYDNEY
Independent MBA Business School

Hygiene on Campus

Student toilets are located on both floors
Students are to keep bathrooms clean & tidy.
Consider others – **clean up after yourself**.
Paper towel is to go in the bin provided.



DO NOT squat on the toilets!




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THE
COLLEGE**

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UNIVERSAL
BUSINESS SCHOOL
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Hygiene on Campus

Students are to keep bathrooms clean & tidy.
Consider others – **clean up after yourself**.
Paper towel is to go in the bin provided.



Toilets can be **DANGEROUS**
If you squat!




**SAFETY @
THE
COLLEGE**

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UNIVERSAL
BUSINESS SCHOOL
SYDNEY
Independent MBA Business School

Hygiene on Campus

Students are to keep bathrooms clean & tidy.
Consider others – **clean up after yourself**.
Paper towel is to go in the bin provided.



All sanitary items **MUST** go in the bins
provided.



**SAFETY @
THE
COLLEGE**

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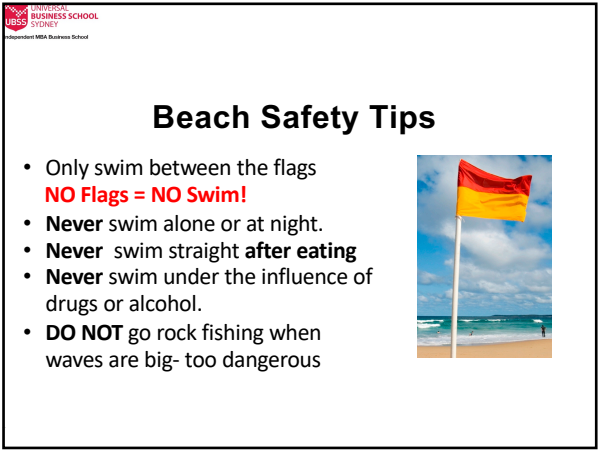
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17




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Independent MBA Business School


Registration



Tertiary education Quality and Standards Agency (TEQSA) is Australia's regulatory and quality agency for higher education. All Higher Education Institutions, universities, and private colleges are registered with TEQSA.




Commonwealth Register of Institutions and Courses (CRICOS) for Overseas Students. All institutions approved to train overseas students on student visas are registered on this government register.



Fee Help is a loan scheme that assists eligible fee paying students pay all or part of their tuition fees.

ABOUT US

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Independent MBA Business School

UBSS

MOTTO
"Launch Your Career!"

VALUES

- Academic Excellence & Free Intellectual Enquiry
- Continuous Quality Improvement
- Contribution to Professional Practice
- Access & Equity

ABOUT US

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Independent MBA Business School

Our Programs

Bachelor of Accounting has CPA and IPA Accreditation:
Professional recognition and equal status with university CPA and IPA accredited programs.



Bachelor of Business

ABOUT US

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Independent MBA Business School

Our Programs

Master of Business Administration

International Education with an Australian Experience!




INFORMATION GUIDE

Master of Business Administration (MBA) 2019
Graduate Diploma in Business Administration
Graduate Certificate in Business Administration



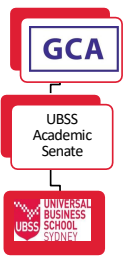
ABOUT US

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UBSS Management



ABOUT US

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Independent MBA Business School

UBSS Academic Senate

- To be the principal academic body of UBSS;
- To oversee and coordinate the work of academic units and to evaluate and monitor the quality of teaching and scholarship;
- To advise the GCA Board and Executive Dean on matters relating to teaching and scholarship within UBSS;
- To review education policy and provide advice and recommendations for the GCA Board;
- Benchmark UBSS courses against similar courses nationally and internationally;
- Meets 6 x per year

ABOUT US

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Key UBSS Academic Staff

Professor Greg Whateley
Executive Dean
UBSS
Greg.Whateley@ubss.edu.au

Professor Dr. Ray Hayek
Program Director
MBA
Ray.Hayek@ubss.edu.au

Associate Professor Wayne Smithson
Program Director
Bachelor of Accounting
Wayne.Smithson@ubss.edu.au

Associate Professor Felix Stravens
Program Director
Bachelor of Business
Felix.Stravens@ubss.edu.au

ABOUT US

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Group Colleges Australia CRICOS Provider No. 02571D Australian Institute of Workplace Learning RTO Provider No. 91262, CRICOS Provider No. 02624K

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UBSS Academic Staff

ABOUT US

UBSS lecturers have:

- A Tertiary Degree at postgraduate level or equivalent;
- At least 3 years of experience in Higher Education;
- Practical experience in business/accounting gained in the workplace

...to Launch Your Career

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4. UBSS Campus & Technology

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UBSS Teaching Methods

GETTING STARTED

UBSS provides...

- A learner focused approach
- Smart boards in all classrooms
- Use of technology (computing applications, Moodle etc.)
- Extensive e-Resource databases available on MyGCA
- e-Resources: same as universities

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Moodle 24/7 online

OUR CAMPUS & TECHNOLOGY

Moodle was originally developed by Martin Dougiamas to help educators create online courses with a focus on interaction and collaborative construction of content, and is in continual evolution. The first version of Moodle was released on 20 August 2002.

Learning platform allows material presented in classes to be viewed by student via Internet connection 24/7

There are 74,992 currently active sites that have registered from 227 countries.

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Moodle


STUDENT SERVICES

Moodle will give you access to:

- Subject Outlines
- Readings and recordings
- Submission of assignments
- Grades / Marks

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Group Colleges Australia CRICOS Provider No. 02571D Australian Institute of Workplace Learning RTO Provider No. 91262, CRICOS Provider No. 02624K

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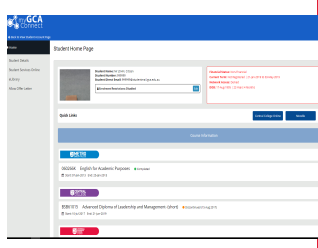
MyGCA

24/7 online


**OUR CAMPUS
&
TECHNOLOGY**

To access online features from your **MyGCA Student Home Page** refer to the **four links** on the **left side of the page**:

Student Details
 Student Services Online
 eLibrary
 Allow Offer Letter



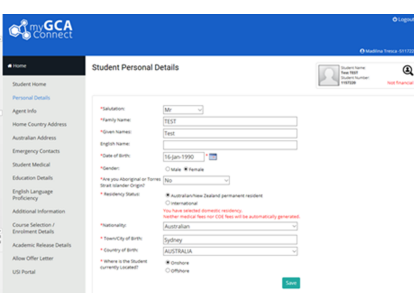
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MyGCA

**OUR CAMPUS
&
TECHNOLOGY**

1. Student Details - ENSURE YOUR DETAILS ARE CORRECT!



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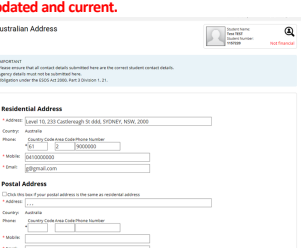
MyGCA

**OUR CAMPUS
&
TECHNOLOGY**


1. Student Details -

It is your responsibility to keep your details updated and current.

Student Home
 Personal Details
 Agency Info
 Home Country Address
 Australian Address
 Emergency Contacts
 Student Medical
 Education Details
 English Language Proficiency
 Additional Information
 Course Selection / Enrollment Details
 Academic Release Details
 Allow Offer Letter
 UoB Portal




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Wi-Fi


**OUR CAMPUS
&
TECHNOLOGY**



WIRELESS ACCESS AREA

We provide (free to enrolled students) Wi-Fi On **All Levels**

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UBSS Computer Labs

**OUR CAMPUS
&
TECHNOLOGY**


There is a Computer Lab on level 11 and e-resource room on level 10

When there are no classes in these rooms students can:

- Access their myGCA account
- Research and complete assignments
- Surf the internet
- Access emails and chat online




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How We Communicate

**OUR CAMPUS
&
TECHNOLOGY**

Communication between GCA/UBSS and students is very important.



Like all large educational institutions in Australia GCA uses technology to communicate with students

There are 5 main ways of communicating with you...

- 1) MyGCA bulletin
- 2) GCA Webmail
- 3) SMS to mobile
- 4) TV Monitors
- 5) Online Surveys


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MyGCA Bulletins

- Bulletins are sent out so you don't miss something important. MyGCA makes you open any new bulletin each time you log into your MyGCA account.
- Once you have read the bulletin you can then access your MyGCA account.

The fact that you have seen and opened the bulletin is recorded in your Journal.

Old bulletins are archived so you can refer to them later if you need to.




**OUR CAMPUS
&
TECHNOLOGY**

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Webmail

All students have an email account:
XXXXXX@studentmail.gca.edu.au

One of the main forms of communication at GCA colleges is via EMAIL e.g. information about re-sit exams, academic progress warnings, excursion notices, emailing assignments, job opportunities, events



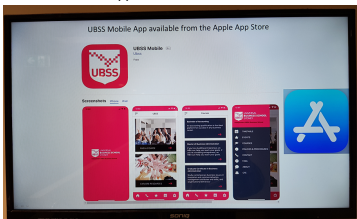
**OUR CAMPUS
&
TECHNOLOGY**

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BOOKING APPOINTMENTS

Students have two options when booking an appointment to see their Program Directors and the Learning Support Coordinator.

ONLINE – UBSS Mobile app. Refer to screenshot.



IN PERSON – Kiosk on level 10 next to Student Services.

Locked Ring 7 REDFERN NSW 2016 Tower 2, 1 Lawson Square REDFERN NSW 2016 TEL +61 1300 422 422 FAX +61 2 9310 1548 info@uca.edu.au www.gca.edu.au
Group Colleges Australia CMCOS Provider No 002710 Australian Institute of Workplace Learning RTO Provider No. 91362 CMCOS Provider No. 0030240

**OUR CAMPUS
&
TECHNOLOGY**

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SMS

- Provide your mobile phone number via MyGCA and we will send you text messages
- Text messages are very useful for urgent messages that we might need to send you.
- For example changes to timetables, exams or excursions

**OUR CAMPUS
&
TECHNOLOGY**

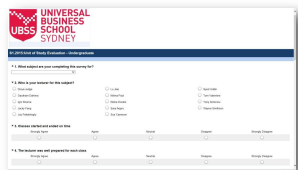


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Subject Surveys

There are many reasons we administer a Student Survey:

- To monitor subject content & lecturers' performance
- Student feedback on GCA
- New students' survey
- General student satisfaction
- Agent feedback
- Intention of further study
- All surveys completed online



**OUR CAMPUS
&
TECHNOLOGY**

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3. Compliance with Department of Home Affairs



**OUR CAMPUS
&
TECHNOLOGY**

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Independent MBA Business School



Professor Greg Whateley
UBSS Executive Dean
(02) 8332 2518
greg.whateley@ubss.edu.au

WELCOME

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Independent MBA Business School


Compliance

Compliance is...

- ✓ Following Rules
- ✓ Following Guidelines
- ✓ legal requirement eg. Law of the Land, Drivers Licences, and Visas


COMPLIANCE

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Independent MBA Business School

Compliance (DHA)




DHA deals with:

- Issues student visas
- Monitors students

DHA is interested in:


- Academic progress
- Where you live (via your MyGCA account)
- Age - Students under 18 must be living with a guardian.
- Your employment



Group Colleges Australia and therefore UBSS have a legal responsibility to report students who do not meet the DHA requirements


COMPLIANCE

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Independent MBA Business School

Compliance (You & DHA)




You choose to apply to the Australian government for a student visa and agree to follow certain rules & conditions to keep your visa – this is called **compliance**



Students

COMPLIANCE

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Independent MBA Business School

Compliance (Studying)


- To achieve Academic Progress you **must pass over 50% of all your subjects**
- If you fail 50% of subjects taken in a trimester you will receive a detailed warning letter in your student email account.
- Failure in 2 consecutive trimesters of 50% of subjects will see your CoE cancelled. You will be reported to the Department of Home Affairs.
- Academic and non-academic intervention strategies are available to you. For more details refer to the [Policies & Procedures](#) document located on the UBSS website.
- You have the right to appeal. For more details refer to the [Policies & Procedures](#) document located on the UBSS website - 3.14 Grievance Policy (Academic)

Check your progress in your MyGCA account




COMPLIANCE

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Independent MBA Business School

Compliance (Your Home)




DHA rules say Students must tell the college:




1. Where they live in Sydney
2. Their contact phone number
3. Up-date details within 7 days when they change address

Students are able to change their contact details 24/7 online in their my GCA account student account



COMPLIANCE

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Compliance (Working)

Australian Government
Department of Home Affairs

- DHA says if you have permission to work:
 - You can work a maximum of **40 hours per fortnight** during the trimester and **unlimited hours only when your course is not in session**.
- DHA considers your course to be 'in session':
 - For the duration of the advertised trimesters (including periods when exams are being held)
 - If you have completed your studies and your Confirmation of Enrolment is still in effect
 - If you are undertaking another course, during a break from your main course and the points will be credited to your main course.
 - Check the DHA website form more info or visit a DHA office to check if you have permission to work
http://www.immi.gov.au/students/students/working_while_studying/

COMPLIANCE

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What are your rights at work?

Know your rights

There are some things you should find out from your employer as soon as possible. This includes:

- your pay rate
- whether you're full-time, part-time or casual (this affects your hours of work, pay rate and leave entitlements)
- your hours of work
- what your job duties will be
- whether there's an award or registered agreement that covers your job (this affects your pay rate, hours of work and other entitlements)
- if there's a probation period for your job.

Know your responsibilities

You have responsibilities as an employee. These include performing the duties of your job, being punctual and reliable, and following any workplace policies, procedures, and health and safety rules.


A new job can give you a lot of opportunities - try to make the most of it. Check with your employer to see how you're performing and look for ways to improve how you work.

For more information on your rights and responsibilities at work, visit the website:
<https://www.fairwork.gov.au/find-help-for-young-workers-and-students>

COMPLIANCE

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 Group Colleges Australia CROD Provider No. 029712 Australian Institute of Workplace Learning RTO Provider No. 91282 CROD Provider No. 028284

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Compliance (You & DHA)

I will comply with all the rules

Student Visa Compliance Requirements

- Laws of the Land
- Academic Progress
- Telling the college where you live
- Working maximum of 40hrs/fortnight during session times
- You remain Financial

I will comply


Australian Government
Department of Immigration and Border Protection

VISA

Students

COMPLIANCE

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Compliance (You & DHA)

Just like you, Group Colleges Australia must comply with DHA and Australian Government rules.

We agree to follow certain rules & conditions – this is called **compliance**


Australian Government
Department of Home Affairs

Licence for International/ Domestic Students

Students

COMPLIANCE

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Compliance (You & DHA)

GCA has a legal responsibility to report students to DHA if they:

- Don't make academic progress
- If they change colleges
- If they leave/stop attending
- Cannot pay their fees
- Do not give the college their current address and phonenumber
- Change courses


Australian Government
Department of Immigration and Border Protection

Licence for International/ Domestic Students

Students

COMPLIANCE

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Compliance (You & DHA)

We all have to comply

Agents

International Students


Australian Government
Department of Home Affairs

Educational Institutions

Students

COMPLIANCE

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Compliance (You & DHA)

COMPLIANCE

Students **must** attend every class or they risk being **reported** to the Department of Home Affairs

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5. Student Services



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GCA Support Staff

ABOUT US



Sumera Qasim
Manager, Student Services
Sumera.Qasim@gca.edu.au

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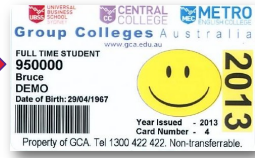
Student ID Cards

STUDENT SERVICES


- Student Identification**
 - You must have your student card on you at all times.
 - If your card is lost, destroyed or stolen, replacement cards are available at the cost of \$20AUD

Please apply online via MyGCA - *Student Services Online* under the Student Card Replacement tab to order your replacement card.

Your student number →



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OSHC


STUDENT SERVICES

Overseas Student Health Cover (OSHC)

OSHC is insurance to assist international students meet the costs of medical and hospital care that they may need while in Australia. OSHC will also pay limited benefits for pharmaceuticals and ambulance services.

Fee Type: Medical Fee Invoice: 315864	Fee Amount: \$974.55
Enrolment:	College Name:
Course Date:	Paid to Date: 28-MAR-2011
Balance: \$0.00	Commission: \$0.00
Gross Fee Paid: \$974.55	GST: \$0.00
Nett Fee Paid: \$974.55	
Commission Status: Nil	

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OSHC

STUDENT SERVICES

Overseas Student Health Cover (OSHC)
<https://oshcaustralia.com.au/en>

- International Students must have health insurance/ Local students use Medicare
- Once you have completed online student registration your information and money is sent to the health fund
- It takes the health fund approx. 2-4 weeks to process your insurance
- You will receive a message in your **STUDENT EMAIL** advising when card has been received.
- Your card can be collected from Student Services on the Level 10


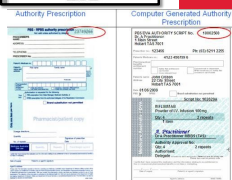


If you get sick before you get your card you can still go to the doctor - you **ARE covered - just keep the receipt and claim when your card arrives**

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Sickness

- You need to see a doctor who is registered with the government (they must have a Medicare Provider Number) **WHEN YOU ARE SICK**
- You need to ask the doctor to give you a medical certificate
- You need to apply for the Medical leave via MyGCA under Leave Application and upload your medical certificate
- MyGCA will give you medical attendance
- You must keep the original of the medical certificate, as DHA may wish to view this document.

STUDENT SERVICES


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Refund & Cancellation

Need advice?

The refund and cancellation Policy is outlined in your Offer Letter.

For more details refer to the [Student Refund Policy](#) located on the UBSS website



STUDENT SERVICES

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Counselling


Need to talk – speak to a counsellor?

If you are having personal problems & you need to speak to someone, GCA can help.

The Sydney University Psychology Clinic
Door 3 - Mackie Building
2 Arundel St Forest Lodge
University of Sydney NSW 2006

Ask reception for more information

Small fee (approx. \$20 per hour) is payable direct to the Clinic



STUDENT SERVICES


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SEXUAL ASSAULT AND SEXUAL HARASSMENT

UBSS prides itself on creating a safe environment for the student community. If an incident were to occur on the premises during class hours inform your teacher and/or Program Director and/or contact the following Staff –

Madilina Tresca, Learning Support Coordinator on Level 11, Room 1104
Madilina.Tresca@ubss.edu.au

Sumera Qasim, Student Services Manager on Level 10 (in front of the elevators)
Sumera.Qasim@gca.edu.au




STUDENT SERVICES

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Holidays

- Holidays can **ONLY** be taken during college breaks (**when the trimester and all exams have finished**)
- You must be back from your holiday for your first class at college otherwise this may impact your academic progress
- No attendance is given if you take a holiday during trimester time
- If you do not attend a class during trimester time the student is responsible for any missed assessments, not the lecturer
- Please check calendar dates on UBSS website




STUDENT SERVICES

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Paying Your Fees

mygca 24/7 online!

- Credit Card on-line via MyGCA
- An invoice can be printed from your MyGCA account.



STUDENT SERVICES

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Paying Your Fees

At education institutions around the world.....

You must remain Financial at all times

If you do not pay your fees....

- You will not have access to your MyGCA account
- You will not have access to your online course materials on Moodle
- You cannot attend classes or take exams
- You will not be able to fulfil academic progress
- You may be discontinued from the School and DHA would be informed
- You may be reported to debt collectors



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6. Getting Started



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Subject Selection

Log into your **mygca** account today and select your subjects

- If you don't know what subjects to choose – check the UBSS website ([Courses Section](#))
- Select **EARLY** – subjects may fill-up quickly!

GETTING
STARTED

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Study Load & Progress

- International students must be enrolled **FULL-TIME**
- FULL-TIME enrolment** = completing **8 subjects in 1 year**
- If you do not study full-time you will not finish within your CoE period. **You need permission & valid reasons** (e.g.: medical) to study less than 8 subjects per year
- Study Load Rules and examples are on the UBSS website: <http://www.ubss.edu.au/Content.aspx?id=162>
- You must make **Academic Progress** = passing 50% of your subjects (or ¼ subjects) every trimester. Info avail at: <http://www.ubss.edu.au/Content.aspx?id=162>

GETTING
STARTED

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2019 Trimester Dates

UBSS offers **three** trimesters each year:

Teaching Week 1, 2019 (Starts January 28):
12 teaching weeks

Teaching Week 2, 2019 (Starts May 20) :
12 teaching weeks

Teaching Week 3, 2019 (Starts September 09):
12 teaching weeks

GETTING
STARTED

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Attendance


In order to meet the **ACADEMIC PROGRESS** requirements we strongly suggest that you attend **100% of your classes**.

- ✓ Your attendance cannot be recorded if you do not have your Student Card
- ✓ There is an attendance scanner just inside the door of every GCA classroom
- ✓ If you forget to swipe your card your attendance will not be recorded for that lesson
- You must not give your card to anyone else - especially for the purposes of attempting to gain attendance by fraud**
- ✓ Doing well and passing subjects is important....and it is a DHA requirement for your visa

GETTING
STARTED



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Study Skills

Private MBA Business School


All new UBSS students are taught study skills, including academic writing in the **Advanced Business Communication** subject, which is compulsory in your first trimester.

Every trimester, the Learning Support Coordinator holds a number of workshops for undergraduate and postgraduate students specific to the following topics:

- Employability skills workshops
- Research skills workshops

Locked Bay 7 REDFERN NSW 2016 Trimester 2, 1 Lawson Square REDFERN NSW 2016 TEL +61 2 9310 4332 FAX +61 2 9310 1548 info@ubss.edu.au www.ubss.edu.au
Gonsky College Australia CRICOS Provider No. 025713 Australian Institute of Workplace Learning RTO Provider No. 91262, CRICOS Provider No. 026246

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Online Bookshop

GETTING
STARTED

Private MBA Business School


Some UBSS textbooks are available **electronically** at the **Co-Op Bookstore** through the **GCA Account** at a cheaper rate than hard-copy textbooks

All subject textbooks are available to purchase online and will be delivered direct to your home address in Australia.


Simply

- 1) Logon to the website
- 2) Select the textbook
- 3) Proceed to the checkout
- 4) Pay and enter your delivery address

<http://www.ubss.edu.au/Content.aspx?cid=117>



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Credit Transfer

GETTING
STARTED

Private MBA Business School

What is credit transfer?

Credit Transfer is where you receive recognition for previous study where that study is **the same** as the course you are going to be doing.

To be eligible for credit transfer of study from another institution, conditions need to be met. The previous study must have:

- 1) Same/Similar Content
- 2) Same/Similar Duration
- 3) Same/Similar level of institution, i.e. higher education/university or vocational education at appropriate level of study
- 4) **Application must be made by end of Week 2 of the beginning of first trimester of study.**
- 5) Granting of exemptions for courses that are **UNRELATED** to the course for which you are enrolled will not receive the same amount of exemptions as a related course.
- 6) Credits are granted for students from external organisations on an individual basis, based on the Credit Transfer Policy. For more details refer to the **Policies & Procedures** document located on the UBSS website


3.8 Credit Transfer Policy

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7. UBSS Policies & Procedures

Private MBA Business School



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College Code of Conduct

UBSS
POLICIES &
PROCEDURES

Private MBA Business School


The Code of Conduct is the Standard of behaviour UBSS expects of everyone.

The college reserves the right to suspend or expel any student who in any way breaches the College Code of Conduct or any of the associated College Rules.

A copy of the College Code of Conduct can be found by on the UBSS Website www.ubss.edu.au and clicking on the 'Policy & Procedures' tab. For more details refer to the **Policies & Procedures** document

2.1 Code of Conduct

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Academic Grievances

UBSS
POLICIES &
PROCEDURES

Private MBA Business School


To provide a procedure that enables all students to pursue academic grievances related to:

- Student Academic Progress
- Assessment
- Curriculum
- Awards in a course of study

A copy of the Academic Grievance Policy can be found by on the UBSS Website www.ubss.edu.au and clicking on the 'Policy & Procedures' tab. For more details refer to the **Policies & Procedures** document - **3.13 Grievance Policy (Academic)**

Note: A concern relating to assessment marks, curriculum outlines and awards must be initiated within 20 days from the published date.

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Private MBA Business School


Plagiarism/Cheating

**UBSS
POLICIES &
PROCEDURES**

Examples


- If you copy the work of others
- You are plagiarising if you copy from the internet or a book and do not reference appropriately
- Asking another person to write an assessment item
- Summarising and paraphrasing another's work without acknowledging the source.

For more information on Plagiarism and Penalties, read the UBSS Policies and Procedures document




The Harvard Referencing system will be taught as part of the compulsory Advanced Business Communications subject

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Private MBA Business School

8. Life on Campus



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Private MBA Business School

Genuine Students


**LIFE ON
CAMPUS**

UBSS considers genuine students are those that are:

- On time to class
- Prepared for their classes – that is they have books, notepaper, pens and have done any pre-reading required
- Listening and actively taking notes in class
- Completing all set assessments and readings
- Asking questions if they don't understand
- Completing tasks and assessments to the best of their abilities and doing their own research and work



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Private MBA Business School


Assessments

**LIFE ON
CAMPUS**

- Every subject has assessments you must complete
- The number and types of assessments will vary from subject to subject. **3 assessments is standard for each subject**
- 4 subjects = 12 assessment items in one trimester!**
- Assessments can include tests, essays, quizzes, exams, projects, group work and presentations
- UBSS have two official mid trimester tests and a final exam scheduled **every** trimester.



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Private MBA Business School

Awards & Prizes

**LIFE ON
CAMPUS**

UBSS recognises and rewards academic excellence for hard working students. **2x types of prizes** available:

- Prof Gus Guthrie Award for Outstanding Academic Achievement (at graduation at the end of your course)
- UBSS Awards for Academic Excellence (by Subject)

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Private MBA Business School

9. What's Next?



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ATTACHMENT 14

WELLBEING AND SAFETY MANAGEMENT AT UBSS

The wellbeing and safety of students at UBSS is of prime concern and every attempt is made to inform students (and staff) of the importance of maintaining vigilance around health, wellbeing and safety (including the issue of sexual harassment) while on campus.

Additional emphasis is also placed on safety and precautions off campus.

There are a number of *Threshold Standards* relevant to the discussion including –

- 2.3.1 - avenues and contacts for support for students if needed;
- 2.3.2 - availability of specific types of personal support services;
- 2.3.3 - ensuring that support services offered reflect the needs of student cohorts;
- 2.3.4 - promotion of a safe environment;
- 2.3.5 - management of critical incidents;
- 6.2.1e - risk identification and mitigation included in risk register;
- 6.1.4 - evidence of the commitment and discussion of the governing bodies; □ 7.2.1 - the information needs to be accessible to the students.

UBSS Senior Management has considered the AHRC Change the Course Report; TEQSA Guidance Note on Wellbeing and Safety V1.2 (January 8, 2018) and the Universities Australia 10 Point Action Plan.

In response, UBSS has ensured compliance with these standards in the following way – **Avenues and contacts for support for students if needed (2.3.1)**

The first point of call at UBSS is the **Learning Support Coordinator** whose brief is to support students during difficult or strained times. This is best expressed in the current position description –

Position Description	
Reporting to: Executive Dean – UBSS	
Direct Reports: No If yes, which positions?	
Main Responsibilities: <ul style="list-style-type: none"> Proactively promote and conduct workshops for students in the use of electronic library materials, namely in conducting sophisticated searches to obtain desired academic results; Provide individual advice and guidance to students to address deferment of studies, holiday leave, attendance and extension of <u>CoEs</u>, study loads, fees and <u>ad hoc</u> issues. Proactively promote, design and conduct employability workshops for the benefit of both postgraduate and undergraduate students; Collaboratively work with the Executive Dean and Academic Senate to ensure that processes pertaining to 'Early Intervention' and 'At Risk' are adhered to and actioned. 	<ul style="list-style-type: none"> Collaboratively work with the Executive Dean and Academic Senate to ensure learning support activities complement the needs of students and are reviewed accordingly: Academic English Workshops. Monitor and record the number of students attending study skills/learning support/other workshops; Provide individual consultation to students to address their academic concerns relating to study skills or specific subject content; and ensure records are kept of all consultations; Collaboratively work with and support Executive Dean on a daily basis regarding student issues: booking student appointments (where applicable), writing official letters for students, providing updates on non-financial students and maintaining communication with Student Services.

The office of the LSC is well located for access and privacy within the *Office of the Executive Dean*.

Student Services (on Level 10) is a potential first stop – where an appointment with the LSC can be achieved.

The **Executive Dean** (on Level 11) has the overall responsibility for the wellbeing and safety of all staff and students. Students can make an appointment with the ED through the LSC.

UBSS has in place a significant **International Student Agent Network** that provides social and cultural support during their study period in Australia on an ongoing basis.

Availability of specific types of personal support services (2.3.2)

The **Learning Support Coordinator** is the prime support person – as indicated in 2.3.1 above.

Students are informed of *additional support mechanisms* during orientation each trimester –



This section deals with –

- Evacuation
- Emergency contacts
- First Aid
- Hygiene
- International student safety
- Security
- Swimming
- Beach safety



This section deals with –

- Compliance
- Home
- Working
- Overseas Students Ombudsman
- Safety and Rights at Work



This section deals with –

- Support Staff
- OSHC (Health Care)
- Counselling

These details are readily available to students on the UBSS website via the orientation information page - <http://www.ubss.edu.au/Content.aspx?pid=141>

Ensuring that support services offered reflect the needs of student cohorts (2.3.3)

Support services and support mechanisms are reviewed on an ongoing basis (at least quarterly) and adjustments are made to these services as required. Current feedback from students suggest a high level of satisfaction as reflected in the most recent SFUs (T3, 2017)

Trimester 3, 2017

Marking Criteria					Survey Questions			
1	2	3	4	5		B Bus	B Acc	MBA
strongly disagree	disagree	neutral	agree	strongly agree	Q1 The subject provided useful knowledge and skills	4.3	4.2	4.4
					Q2 The learning outcomes were achievable	4.2	4.1	4.3
					Q3 The subject workload was manageable	4.2	4.0	4.2
					Q4 The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.3	4.0	4.2
					Q5 The lecturer was well prepared for each class	4.4	4.2	4.4
					Q6 The lecturer provided useful feedback	4.3	4.0	4.3
					Q7 The lecturer had a good knowledge of the subject matter	4.4	4.2	4.4
					Q8 The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.3	4.1	4.3
					Q9 The lecturer was available to discuss learning problems outside of class time	4.1	4.0	4.2
					Q10 The assessment requirements were clearly explained	4.3	4.1	4.3
					Q11 Overall the teaching in the subject was of a high quality	4.3	4.1	4.3
Average						4.3	4.1	4.3

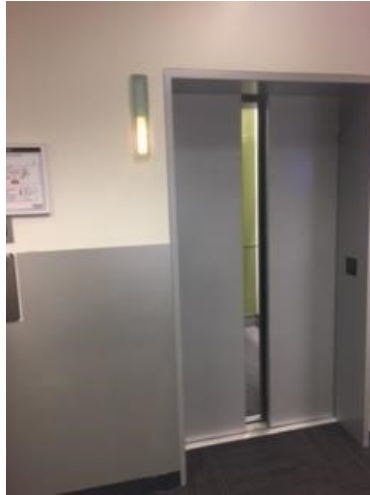
The same appears to be the case with staff in the most recent survey T3, 2017 –

Survey Questions		T2 2016	T3 2016	T1 2017	T2 2017	T3 2017
Q1	You are provided with the tools and resources to do your job well	4.10	4.00	4.87	4.63	4.81
Q2	Your job requirements are clearly communicated and goals and strategies are clearly defined	4.20	4.40	4.80	4.68	4.75
Q3	You feel encouraged to come up with new and better ways of doing things	4.10	4.20	4.73	4.53	4.50
Q4	Your supervisor visibly demonstrates a commitment to quality	4.10	4.20	4.87	4.79	4.69
Q5	You are satisfied with the level of involvement in decisions that directly affect your work?	3.90	4.20	4.53	4.37	4.63
Q6	UBSS does a good job of keeping employees informed about matters affecting your work?	4.00	4.30	4.93	4.79	4.81
Q7	Overall, you are satisfied with your job?	4.20	4.50	4.87	4.79	4.88
Average		4.09	4.26	4.80	4.65	4.72

Promotion of a safe environment (2.3.4)

A significant level of effort and resource has gone into ensuring a safe environment for students (and staff) at UBSS. This includes –

UBSS is a contained campus - over 2 floors (Level 10 and 11) of 233 Castlereagh Street. Access for students is via Level 10 only. Access is limited from 8am to 8pm each working day – this ensures a high level of safety and security. Student lift access is limited to Level 10.



UBSS regularly monitors all areas of campus – given the floor space and the fact that UBSS is not a *sprawling* campus. It is acknowledged that UBSS is a highly controlled environment;

CCTV cameras have been installed throughout the campus (currently 12 locations);





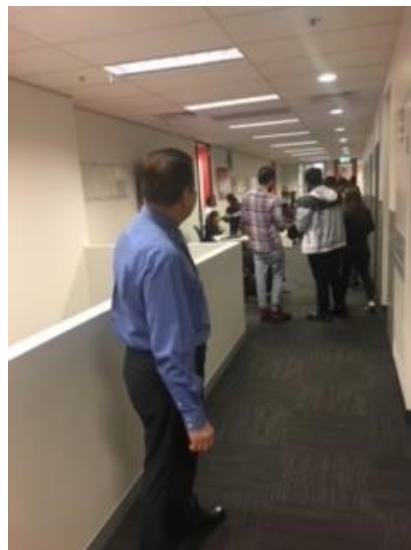
Public CCTV monitors (viewable) are located on both levels of the campus to highlight the usage (this includes suitable CCTV notices).

Five senior managers (in the building) have access to CCTV coverage via desktop monitors-



Access to vision is also available to senior managers on smartphones using 'Blue Iris'.

Program Directors and senior staff are encouraged to 'walk the two floors' at least every three hours (if not more) to be seen and to monitor activity and behaviour;



A Swipe card system is in place to ensure that only UBSS students are admitted to the classrooms;



All academic and support staff office doors (including the staff lounge) have a full pane of glass embedded to maximise vision -



All staff members are given instruction on protocols of out of class student interface, discussion and meetings;

There are no extra curricula student social events encouraged at UBSS – it is viewed as a teaching and learning facility. Given the prime location in the Sydney CBD students are encouraged to use the facilities of the surroundings as much as possible. This accommodates a zero tolerance of drug and alcohol abuse on campus.

Student Services - on Level 10 is easily accessible to students and is operational between 8am and 5pm each day -



The Student eResource Room is all glass doors and walls for high level visibility –



UBSS (through GCA) has an active WHS Committee that meets regularly; reports to a Board Director (who in return reports to the GCA Board of Directors' meetings); and conducts regular physical inspections of the site (including the all-important fire escape/stairs). Fire warden training is mandatory and occurs every six months.

UBSS each evening of operation (Monday through Thursday each week) employs a Concierge who constantly patrols and monitors activity between 5.30pm and 9.30pm on Levels 10 and 11. The role of the concierge is a mix of security, hospitality and detailing.

UBSS has in place an early intervention procedure around non-academic misconduct. Any misbehaviour is managed by the Academic Integrity Committee that meets twelve (12) times each year –

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
GCA Board			23			15			14		21	
GCA Management		9	9	6	11	8	6	10	7	12	9	5
Audit and Risk Committee			14			6			5		14	
Academic Senate			15		10	28		30		18		13
Academic Integrity	31	28	28		2,23	20	18	22	12	10	7	5

The committee is chaired by a member of the UBSS Executive – **Associate Professor Wayne Smithson** and includes a student member to ensure consistency and appropriateness of response and outcome.

Management of critical incidents (2.3.5)

UBSS (as part of GCA) has a critical incident policy in place and is available on the UBSS website via the policies and procedures page – <http://www.ubss.edu.au/Content.aspx?pid=268>

that is refreshed and monitored on a regular basis. There is easy access to the policy via the UBSS website.

The policy is in place and is followed accordingly.

UBSS covers all related policies and procedures in the induction of new staff – both academic and professional.

UBSS staff represent a wide range of nationalities and are culturally aware of the need and nature of the support provided to students from a diverse range of countries (currently 39 source countries).

Risk identification and mitigation included in risk register (6.2.1e)

The current GCA Risk Register acknowledges the importance of safety as evidenced in a range of lines –

1.4 TEQSA Threshold Standards	Failure to meet and evidence Threshold Standards for re-Registration for HE and ELICOS courses	Potential deregistration to offer Higher education courses	Possible	Extreme	High	Each trimester an audit committee consider compliance against the New Threshold Standards	GW	Ongoing – each Trimester an audit against the new TS is undertaken
1.6 Workplace Health & Safety (WHS) Act 2011	Failure to maintain WHS standards for students and staff	Potential legal action/medical costs; closure of premises	Unlikely	Moderate	Medium	Ensure WHS Committee and processes are maintained	JW	Ongoing
1.7 Records	Failure to	Inability to meet	Unlikely	Moderate	Medium	Records are maintained	GW, SB and DL	Ongoing
3.5	Maintaining eResources	Impact on support for students	Rare	Moderate	Low	Maintaining high levels of eResourcing including eLibrary (ongoing expansion) and LMS	GW, SB and DL	Ongoing
3.8	Failure to create positive esteem and confidence across the GCA student body	Students retention problems; negative impact on external reputation	Unlikely	Moderate	Low	Focus on success stories and profiling of institution - especially externally (e QILT)	GW, SB and DL	Ongoing
3.9	Parkland	Student	Unlikely	Moderate	Medium	Management of pathways	GW, SB and DL	Ongoing
6.0 Technical								
6.1	Failure /loss of MyGCA Student System	Breach of records retention requirements; lost/corrupt data; inability to perform admin functions by staff and students	Rare	Moderate	Low	Maintain current back-up system and minimise outage	JW	Ongoing
6.2	Failure/loss of GCA computing environment	Lost/corrupt data; impact on student learning and staff productivity	Rare	Moderate	Low	Maintain current back-up system and minimise outage	JW	Ongoing
6.3	Failure/loss of Moodle Learning System	Disruption to students learning	Rare	Minor	Low	Maintain current back-up system and minimise outage	JW	Ongoing
7.0 Physical Resources								
7.1	Damage to the campus (classrooms, facilities, etc.)	Loss of teaching time; cancellation of classes; loss of staff productivity; high expenses to repair damage	Rare	Insignificant	Low	Maintain current vigilance	JM and JW	Ongoing

The mitigation is ongoing (as should be the case).

Evidence of the commitment and discussion of the governing bodies (6.1.4)

The UBSS Bureaucracy is committed to, informed about, and supportive of providing a safe environment for students.

The TEQSA paper and *this* response to TEQSA will be presented and discussed at each of the following meetings (prior to the end of Q2, 2018) as a specific line item –

- Executive Dean's Team – April 9
- Program Directors' Team – April 12
- Executive Management Team – April 6
- Academic Senate – May 10
- GCA Board of Directors – June 15
- Audit and Risk Committee – June 6
- Staff Professional Development Day – May 8

MEETING SCHEDULE 2018												
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
GCA Board			23			15			14		21	
GCA Management		9	9	6	11	8	6	10	7	12	9	5
Audit and Risk Committee			14			6			5		14	
Academic Senate			15		10	28		30		18		13
Academic Integrity	31	28	28		2,23	20	18	22	12	10	7	5
Grade Review					4			24				11
Course Advisory			2			8						4
Work Health Safety		8			16			22			14	
UBSS Graduations												
Executive Dean Team	22 & 29	5,12, 26	5,12,26	9, 30	14,21,28	4,25	2, 16,23, 30	20	3,10,17, 24	8,15,22	5,12	3 & 10
Program Director Team	25	1,8, 15, 22	1,8,15,22,29	5,12,19,26	3,10,17,24,31	7,14,21,28	5,12,19,26	2,9,16,23,30	6,13,20,27	4,11,18,25	1,8,15,22,29	6,13
PEST	24	21	21	18	23	27	25	29	26	24	21	12
CENSUS		9				1			21			

Information accessible to students (7.2.1)

Information on safety and wellbeing on campus is highlighted at orientation sessions (and captured on the UBSS website via the orientation information page) -

<http://www.ubss.edu.au/Content.aspx?pid=141>

The Critical Incident Policy is readily available on the UBSS website via the policies and procedures page - <http://www.ubss.edu.au/Content.aspx?pid=268>

Information on the International Student Ombudsman is provided a part of the orientation process and documentation (available all year round) –



Available on the UBSS website via the orientation information page -

<http://www.ubss.edu.au/Content.aspx?pid=141>

The effectiveness of the current controlled physical environment; monitoring measures put in place; clear policy and procedure communicated to staff and students; clear incident procedure; and preventative harm minimisation measures has led to UBSS *not* having had a sexual assault or sexual harassment incident in the 10-year history of the School. *We remain vigilant.*

Professor Greg Whateley

Jotsana Roopram

Associate Professor Andrew West

March 2018

ATTACHMENT 15



CRITICAL INCIDENT POLICY

 POLICY NUMBER: GCA-S6

PURPOSE

Group Colleges Australia recognises the duty of care owed to its students and that planning for the management of a critical incident is essential, in accordance with Standard 6 National Code.

Definitions:

A critical incident is defined by the National Code as 'a traumatic event, or the threat of such (within or outside Australia), which causes extreme stress, fear or injury'.

Critical incidents are not limited to, but could include: ○ missing students; ○ severe verbal or psychological aggression; ○ death, serious injury or any threat of these; ○ natural disaster; and ○ issues such as domestic violence, sexual assault, drug or alcohol abuse.

Non-life threatening events could still qualify as critical incidents.

Guidelines and references:

- National Code Standard 6
- National Code 5, 7, 10 and 11
- Privacy Act 1988

POLICY

Under this policy Group Colleges Australia will, in the event of a critical incident, recognise that appropriate infrastructure must be in place to ensure the provision of all necessary support services. This document outlines Group Colleges Australia policy, support mechanisms and procedures for managing a critical incident.

This policy will ensure that Group Colleges Australia has:

- An effective approach in responding to critical incidents as they occur; •
- Appropriate support and counselling services available to those affected; •
- Appropriate training and information resources provided to staff.

Under Standard 6 of the National Code 2007, Student Support Services, Registered Providers must support students to adjust to study and life in Australia, to achieve their learning goals and to achieve satisfactory academic progress towards meeting the learning outcomes of the course.

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The intention of Standard 6 is to ensure that appropriate support services are available to international students to ease the transition into life and study in Australia and allow access to appropriate assistance for the student as needed.

Under Standard 6.4 the registered provider must have a documented critical incident policy together with procedures that covers the action to be taken in the event of a critical incident, required follow-up to the incident, and records of the incident and action taken.

Critical Incident Team / Coordinating Group

When a critical incident occurs, the Directors will call a meeting with the appropriate staff to form a Critical Incident Team.

The Critical Incident Team is responsible for:

- assessing risks and response actions
- liaison with emergency and other services
- contact with students' relatives and other appropriate contacts
- liaison with other external bodies, such as home stays, carers or foreign embassies, and counselling and managing students and staff not directly involved in the incident.

1. Action Plan

The Critical Incident Team will set in motion a critical incident action plan to manage various aspects arising from the incident, including communication strategies.

This will include:

- creating and disseminating a plan and its procedures
- a review of the plan, and
- staff development and training.

2. Media Management

A media management process will be included in the management plan to ensure the most positive and supportive response from the media.

3. Reporting and recording of incident and action taken

The Educational Services for Overseas Students Act 2000 (ESOS Act) requires Group Colleges

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Australia to notify DET and DIBP as soon as practical after the incident and in the case of a student's death or other absence affecting the student's attendance, the incident will need to be reported via the Provider Registration and International Student Management System (PRISMS).

All aspects of the incident and its management will be recorded on the student files.

4. Follow-up and evaluation

Group Colleges Australia staff will be made aware of the critical incident policy and procedures and be given appropriate training to ensure the duty of care for international students is uppermost in their minds.

A review and evaluation of the response to the critical incident will be conducted and the procedures reviewed by the Critical Incident Team and/or other stakeholders.

5. Resources

Changes to the policy and procedures, including updating resources, will be made as soon as practicable following the review and evaluation.

CRITICAL INCIDENT PROCEDURES

Group Colleges Australia Critical Incident procedures detailed below include:

- Reporting and recording
- Flow chart and detailed action plan sample
- Evaluation and review checklist
- Staff training
- Resources and local links

Appendices A - F provide additional information and samples for the following:

- Staff training – things to remember
- Media hints
- Sample letters to parents
- Police involvement
- Death and funerals in Australia
- Other resources including a sample management plan

Any action taken in regard to a critical incident will be recorded to include outcomes or evidence if the incident is referred to another person or agency.

When an international student dies or other critical events involving students occur, Group Colleges Australia of necessity, will take on many of the tasks which would normally be dealt with by the family of the victim were the incident to have occurred in the student's home country.

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Group Colleges Australia has in place efficient, sensitive and supportive strategies for dealing with a critical incident and provides support to members of staff, students and others in the community who are involved.

REPORTING AND RECORDING

The Educational Services for Overseas Students Act 2000 (ESOS Act) requires Group Colleges Australia to notify Department of Education and DIBP as soon as practical after the incident and in the case of a student's death or other absence affecting the student's attendance, the incident will need to be reported via the Provider Registration and International Student Management System (PRISMS).

When an international student dies or sustains serious injury, Group Colleges Australia may be required to assist the student's family.

This may include:

- hiring interpreters
- making arrangements for hospital/funeral/memorial service/repatriation
- obtaining a death certificate
- assisting with personal items and affairs including insurance issues
- assisting with visa issues

In addition, the following need to be notified:

- Home stay or accommodation provider
- Library
- IT Services
- Utilities

On-campus Incidents

If the incident is on campus, the first action will be to contact the emergency services - fire, ambulance or police – as would be the case with other OH&S matters.

The Directors / Operations Manager must also be contacted immediately when the incident involves death, serious injury or a threat to life or property.

Off-campus Incidents

If the critical incident involves a student or staff member and is off-campus, the person receiving the information must immediately contact the Directors who will communicate other staff as appropriate.

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Key Details to be Reported

Key details to report include the time, location and nature of the incident (e.g. threat, accident, death or injury), names and roles of persons involved (e.g. staff, international or domestic student).

The staff member receiving the news contacts the Directors/ Head of the Critical Incident Team. The Directors urgently deals with an emergency situation then calls a meeting with the staff involved to make decisions as to how to proceed.

The staff most likely to be present will be:

- The Directors / Operations Manager
- Administrator
- Trainer

The Critical Incident Team

At the initial meeting, the task of the group is to:

- create for themselves a clear understanding of the known facts.
- plan an immediate response.
- plan ongoing strategies.
- allocate individual roles/responsibilities for ongoing tasks.

Immediate response

Issues to be considered:

1. Contact with next of kin/significant others - what is the most appropriate manner of contact?
2. Arrangements for informing staff and students.
3. Guidelines to staff about what information to give students.
4. A written bulletin to staff if the matter is complex.
5. Briefing staff and delegating a staff member to deal with telephone/counter inquiries.
6. Managing media/publicity
7. Identification of those students and staff members most closely involved and therefore most at risk.
 - Those directly involved
 - Personal friends/family of those involved
 - Others who have experienced a similar past trauma
 - Other students, staff, supervisors etc

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8. Arrange a time and place for an initial group/individual debriefing session with Counsellor/s. *In this session, an opportunity is given to share the impact of the event, discuss various interpretations of the event in cultural/ethnic terms, the resulting sense of vulnerability, the experience of painful emotions and the normalisation of reactions.*
9. Organise a tasks timetable for the next hour/s, day/s etc.
10. Plan ongoing feedback and regular meetings so that the coordinating team is continually in touch and working together.
11. Confirm access to emergency funds if necessary.

NOTE One member of the team should record for all meetings to keep records of content and decisions.

Ongoing and follow up response

These issues may need to be discussed at subsequent meetings.

- WHO is the DECISION MAKER?
- WHO will FOLLOW UP?
- Availability of mobile phones
- Notification of and liaison with Sponsor/Agent if applicable
- Arrangements for visits to/from Family
- Liaison with Police, Doctors, Hospital Staff
- Hiring Independent Interpreters
- Death Notices
- Funeral/Memorial Service Arrangements
- Refund of student's fees to pay repatriation or associated expenses □ Copy of Death Certificate
- Consideration of personal items and affairs (household and academic)
- Insurance Matters, OHSC Coverage, Ambulance Cover
- Formal Stress Management interventions required for students and/or staff (release from classes, leave, rescheduled assessment or exams)
- Liaison with Academic Staff
- Arrangements for further debriefing sessions for groups/individuals as required
- Liaison with Department of Immigration and Citizenship if studies will be interrupted
- Fees issue to be resolved if student cannot continue with their studies
- Legal Issues: helping students get access to legal assistance if required.
- Arrangements for further debriefing sessions for groups/individuals as required
- Follow up condolence or other letters to Family
- Financial Assistance for families of affected person(s) if residing in Australia
- Organising students/staff for hospital visits

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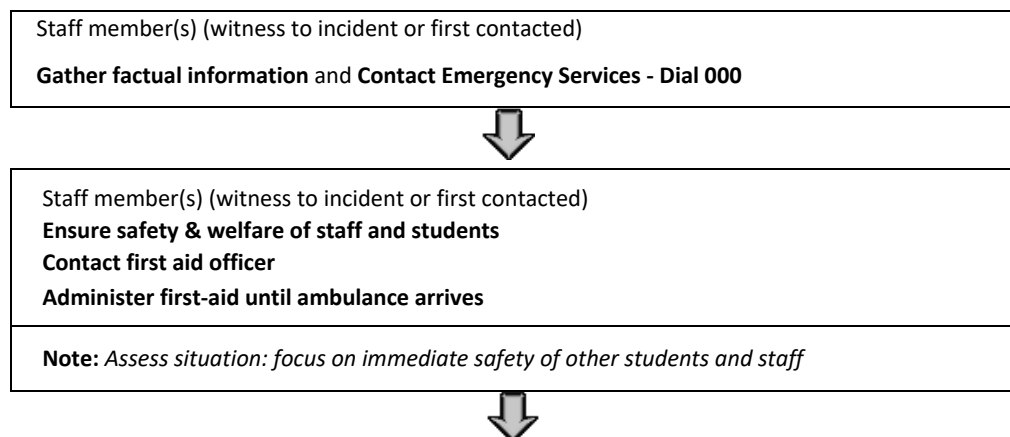
STUDENT FILE ESSENTIALS

Group Colleges Australia employ and use a journal system, keeping copies of student details in the student's enrolments file on MyGCA. This will enable all required staff to monitor any student issues.

Include in the file will be the following information:

- Coloured Photograph
- Copy of Passport, including number, photo page, and visa page
- Student's address and telephone number
- Student's religion
- Emergency contact telephone, with next of kin details, agent or sponsor (if applicable)
- Any other identification details - student ID, course details, medical conditions, allergy information etc.

CRITICAL INCIDENT FLOWCHART



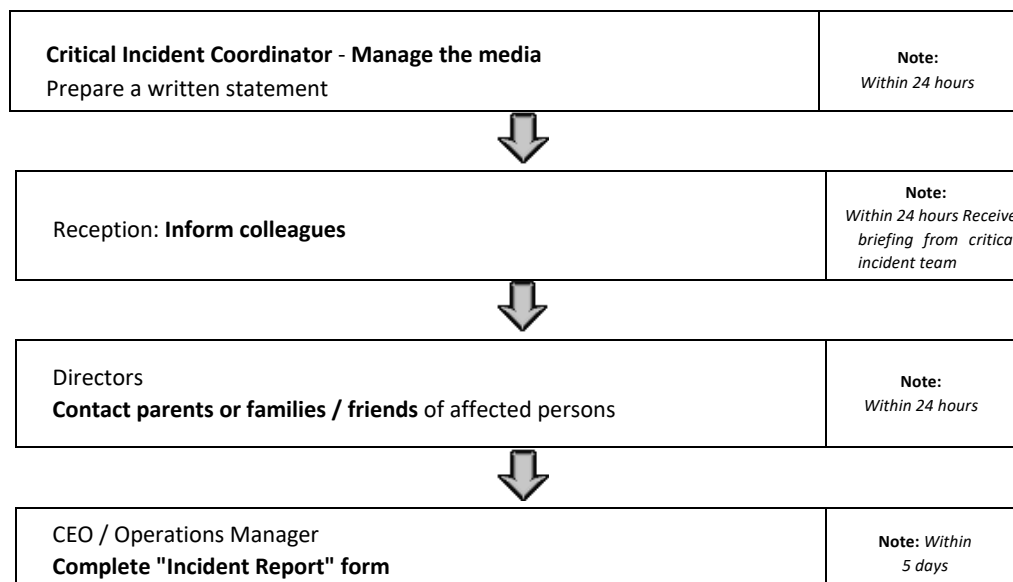
NB: Once police or fire brigade arrive at the Organisation they will determine if other resources such as State Emergency Services (SES) are required to assist.

Critical Incident Team member to liaise with emergency services

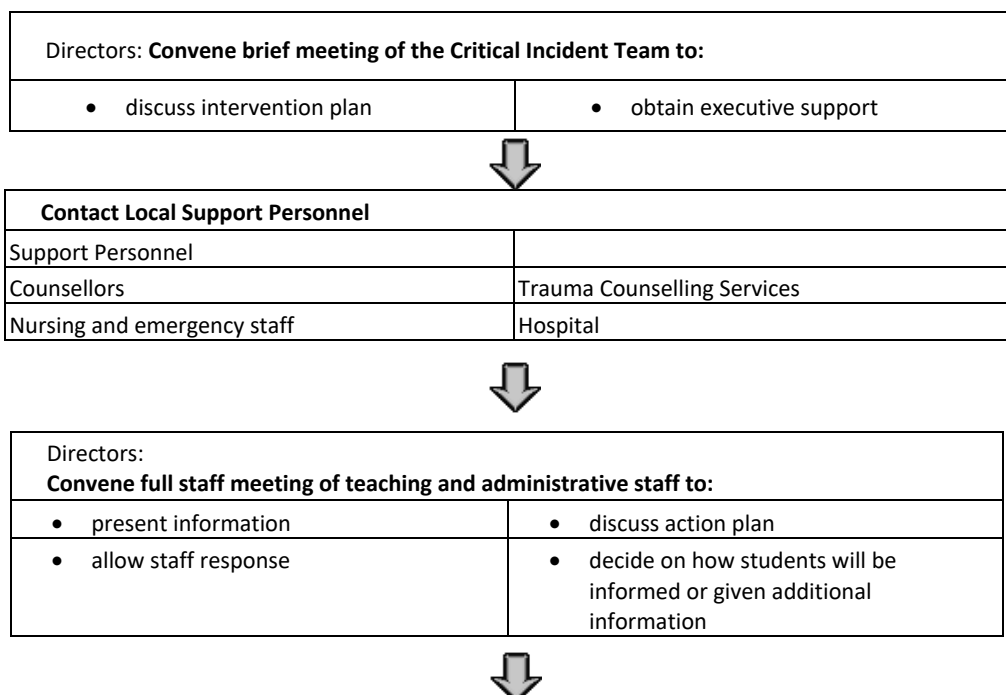
Staff: Contact Critical Incident Coordinator Staff: Give facts of the situation Staff: Receive advice from Critical Incident Coordinator on debriefing & counselling Directors / Operations Manager manage incoming inquiries (and outgoing information via web, phone...)	Note: <i>Contact team leader within the hour</i> <i>Debrief and counselling info as soon as practicable</i>
--	--

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ADDITIONAL ACTION (When appropriate)



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Operations Manager: Set up a recovery room in the school:		
• provide fluids	• comfortable chairs	• support personnel



Operations Manager / Directors: Inform students of:	
• facts of the incident	• school actions
• counselling services	• allow student discussion or response



Student Directors and or Counsellors convene with first aid officers... Identify "at risk" students and staff Be aware of others who have experienced trauma List of students involved
--



Directors: Contact parents or families of "at risk" students and staff



Student Directors... Arrange debriefing for "at risk" students and staff Organise for referrals to professional counsellors if required
--



Student Services/Counsellor... Inform all parents via Group Colleges Australia website	
• The facts of the critical incident	• the school's response plans
• possible reaction of students	• sources of help for families
• encourage two-way communication between parents and the school	



Critical Incident Coordinating Group: Restore the school to regular routine as soon as practicable
• All staff can help here



Critical Incident Coordinating Group: Obtain updated factual information
• continue to inform staff, students and parents



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Critical Incident Coordinating Group: Obtain updated factual information
<ul style="list-style-type: none"> continue to inform staff, students and parents



<p>Critical Incident Coordinating Group: Continue to monitor well-being of students and staff</p> <p>All staff to report new information to Critical Incident Coordinating Group</p> <p>Staff may use rapport with students to counsel or refer on to professional body... Critical Incident Coordinating Group to be informed of all referrals</p> <p>Recovery time for staff involved</p>
--

Checklist for Staff Managing Critical Incidents

The Directors/ Operations Manager will seek information about the incident and will request that the information is not immediately made public.

The Directors/ Operations Manager or nominee will urgently deal with an emergency matter then call a meeting with the following staff or their nominees as a Critical Incident Team:

- Directors/ Operations Manager
- Directors of Studies
- Directors student services
- Directors Marketing/Communications
- Registrar

A Director will be appointed to manage Group Colleges Australia response.

Response Checklist

As soon as possible, the Directors/ Operations Manager will liaise with relevant staff to prepare a communication plan and nominate a spokesperson.

Communication

- response and ongoing strategies including individual roles and responsibilities
- liaison with police, doctors, hospital staff and other relevant professionals
- legal assistance if required
- follow-up letters to family
- incident report for Group Colleges Australia records

Support for family, friends and staff

- next of kin (parents/guardian) to be contacted and support provided to family and friends
- arrangements made for visits from family and friends, e.g. accommodation, travel, crisis support and referral to appropriate services

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**CHECKLIST FOR FOLLOW UP, REVIEW AND EVALUATION**

How well were the following actions undertaken by the Critical Incident Coordinating Group? Please add comments below if you wish to clarify your choice.

Question	1	2	3	4	5
Decision maker clear					
Follow up clear					
Availability of mobile phones					
Notification of and liaison with Agent if applicable					
Arrangements for visits to/from Family					
Liaison with Police, Doctors, Hospital Staff					
Hiring Independent Interpreters					
Death Notices					
Funeral/Memorial Service Arrangements					
Refund of student's fees to pay repatriation or associated expenses					
Copy of Death Certificate					
Consideration of personal items and affairs (household and academic)					
Insurance Matters, OHSC Coverage, Ambulance Cover					
Formal Stress Management interventions required for students and/or staff (release from classes, leave, rescheduled assessment or exams)					
Liaison with Academic Staff					
Arrangements for further debriefing sessions for groups/individuals as required					
Liaison with Department of Immigration and Citizenship if studies will be interrupted					
Fees issue to be resolved for student unable to continue with their studies					
Legal Issues: helping students get access to legal assistance if required.					
Arrangements for further debriefing sessions for groups/individuals as required					
Follow up condolence or other letters to Family					
Financial Assistance for families of affected person(s) if residing in Australia					
Organising students/staff for hospital visits					

1 = poorly; 5 = very well, most appropriately

CRITICAL INCIDENT STAFF TRAINING

It is important for Group Colleges Australia staff to be aware of the existence of the Critical Incident Policy and Procedures.

Resource workshop will be conducted regularly to locate all relevant community resources in immediate local area: Funeral Directors, Police and Medical Authorities, Religious Leaders, Ethnic Group Leaders, Media Representatives, Insurance Representatives, local Embassy or Consular representatives.

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Stress management

1. Debriefing as soon as possible after the event on an individual or group basis
2. Further debriefing - one or more days after the incident (group basis)
3. Follow up 2 - 6 weeks later - (individual or group basis)
4. Ongoing counselling as required
5. Recovery time for staff involved and the Coordinating Team members.

Skills and knowledge

1. Cross Cultural Skills
2. Training Skills in Cross Cultural Communication
3. Awareness of one's own values and biases and how they may affect the students
4. Knowledge of resources on and off Group Colleges Australia premises
5. Uninterrupted access to those resources
6. Communication skills
7. Organisational skills
8. Liaison skills
9. Networking skills
10. Stress Management skills
11. Delegation skills
12. Maintenance of clear and direct communication channels with decision makers
13. Panic diffusion skills
14. Skills to eliminate time lags
15. Sensitivity to the issue of confidentiality
16. Sensitivity towards different cultural expressions of grief and other emotions
17. Protocol knowledge (eg: for repatriation to home country)
18. Diplomacy skills
19. Debriefing skills
20. Monitoring skills for those affected by incident
21. Recognition skills re: warning signs of risk to students affected by the incident
22. Follow Up skills
23. Advocacy skills (for students)
24. Referral skills to legal, medical, religious assistance
25. Recognition of one's own limitations
26. Self-care skills

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CRITICAL INCIDENT RECOVERY TIMELINE

In order to successfully manage a critical incident, Group Colleges Australia will always take appropriate action and provide support during and after a critical incident.

The recovery timeline following a critical incident will vary depending on the circumstances.

Immediately (and within 24 hours)

- Gather the facts;
- Ensure safety and welfare of staff and students and arrange for first-aid if necessary;
- Where possible notify the time and place of the debriefing to all relevant persons;
- Manage the media;
- Set up a recovery room;
- Keep staff, students and parents informed.
- Keep parents informed.

Within 48-72 hours

- Arrange counselling as needed;
- Provide opportunities for staff and students to talk about the incident;
- Provide support to staff and helpers;
- Debrief all relevant persons;
- Restore normal functioning as soon as possible;

Within the first month

- Arrange a memorial service, if appropriate;
- Encourage parents to participate in meeting to discuss students' welfare;
- Identify behavioural changes and the possibility of post-traumatic stress disorder and refer to Health Contacts for Mental Health Services;
- Monitor progress of hospitalised staff or students;
- Monitor mental and physical health of all helpers.

In the Longer Term

- Monitor staff and students for signs of delayed stress and the onset of post-traumatic stress -- disorder - refer for specialised treatment;
- Provide support if needed;

In the Long Term

- Plan for and be sensitive to anniversaries, inquests and legal proceedings
- Access specialist support if needed.

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EMERGENCY NUMBERS AND CONTACT DETAILS

POLICE 000
AMBULANCE 000
FIRE 000

After Hours Emergency contact

For after-hours emergency help please call 1800 092 830.

Poison Info Line 131 126

Non-Emergency Health Advice 13 HEAL TH
 13 43 25 84

1. DIAL 000 AND IDENTIFY THE STATE / TOWN YOU ARE CALLING FROM AND THE SERVICE YOU NEED
2. REMEMBER TO REMAIN AS CALM AS YOU CAN
3. SPEAK CLEARLY AND GIVE THE DETAILS AS REQUESTED

The following details are for additional emergency services, national and/or state-based.

Reverse charge 12 555
 Interpreting Services 131 450
 ACPET 1800 657 644

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**FEDERAL GOVERNMENT SUPPORT NUMBERS***Department of Education, Employment and Workplace Relations*

<i>(Department of Education) ESOS Hotline</i>	02 6240 5069
<i>PRISMS Hotline</i>	02 6240 7647
<i>DIBP General Enquiries:</i>	131881
AEI-NOOSR (National Office for Overseas Skills Recognition)	1300 363 079
Australian Education International (AEI) Online	1300 363 079
Australian Passport Information Service	131 232
Centrelink - Studying and Training	13 2490
Consular Emergency Centre	1800 330 066
Customs Hotline	1800 061 800
Department of Education General Enquiry Line	1300 363 079
Family Law Hotline	1800 050 321
Going to Uni - Student Enquiry Line	1800 020 108
Human Rights and Equal Opportunity Complaints Hotline	1300 656 419
National Security Hotline	1800 123 400
National Training Complaints Hotline	1800 000 674
Overseas Skills Hotline (National Office)	1300 363 079
Privacy Enquiries Line	1300 363 992
Taxation - Personal Tax Info Line	13 2861
Trades Recognition Australia - Australian Recognised	1300 360 992

COUNSELLING AND SUPPORT SERVICES

Abortion Trauma and Crisis Pregnancy Help	1300 737 732
Aids Line:	1800 133 392
AIDS Information	1800 177 434
Brisbane Health Services Information Line	07 3236 4833
Cancer Helpline, Information and Support Service	13 11 20
Crisis Pregnancy	1800 650 840
Drug-Arm	1300 656 800
Eating Disorders Association Inc.	07 3876 2500
Gambler's Help	1800 156 789
Lifeline	131 114
Statewide Sexual Assault Helpline	1800 010 120
Rape and Incest Survivors Support Centre	07 3391 0004
Men's Telephone Counselling Service	1800 600 636

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AUSTRALIAN RESCUE AND EMERGENCY SERVICE

Australian Search and Rescue

Aviation Rescue 1800 815 257

Maritime Rescue 1800 641 792

State Emergency Service 132 500

<http://www.ses.nsw.gov.au/>

APPENDIX A

STAFF TRAINING: THINGS TO REMEMBER

1. **In the event of any critical incident, the first thing to do is calm the affected party/parties down and offer hope.**

Communicate simply, take control and give clear and practical directions in order to reduce the anxiety and connect the logic of the affected party/parties

2. **You are not superhuman.**

Managing a critical incident can be a very lonely time, especially if you are regarded as the focal link with international students at your institution. While you are busy providing care or support to those directly affected by the incident, your own health and emotional well-being may be at risk. Self-care should NOT be forgotten in your management strategy.

3. **Take time out each day to telephone or e-mail another colleague**

This will give you not only a chance to debrief, but also to compare notes with sympathetic colleagues who have had similar experiences and a real understanding of what you are feeling. You are helping others while you help yourself.

4. **Update the resources as necessary**

Insert as many local telephone numbers and contacts, and as much information as you can so that you can refer to the resources thereby allowing you to take effective and immediate action when necessary.

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WHO ARE YOU?

As a Group Colleges Australia staff member, you are a person who interacts with International Students in a professional capacity.

You may be one of the first people notified in the event of a Critical Incident.

Ultimately, you are a concerned, caring, informed, capable, 'significant other' in the life of the international student.

His or her own family structure will be unavailable, so assume that you will be helpful and a positive influence, in spite of your 'outsider' role.

You, as an individual, will be more readily accepted than You as the Teacher or You as the Counsellor, or You as the Accommodation Officer.

Optimise your own personal traits. Remember that it is more than likely that the international student has sought you out because of **who** you are, not **what** you are.

So, follow your instincts and act accordingly.

Preparing yourself

How does one prepare for dealing with a critical incident in a cross-cultural setting?

The attitude you assume is of the utmost significance:

- xxxii. Expect the unexpected. Not everything occurs between 9am and 5pm.
- xxxiii. Do not be easily upset or disturbed by even the most extreme situations.
- xxxiv. Convey empathy and respect for the emotions of those involved.
- xxxv. Worry and fear should not be conveyed to the person.
- xxxvi. Provide a sense of stability and strength.
- xxxvii. Be able to alleviate tension and anxiety.
- xxxviii. LISTEN - to what is said.
- xxxix. LISTEN - to what is not said.

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- xl. Create a personal equilibrium between your own values and those of a different value system, but keep the values of the client foremost in your mind.
- xli. There will be times when you are unavailable. Don't be consumed by guilt. As long as policy and procedures are in place, there will be someone else who can step in and fulfil the required role.
- xlii. Network with ethnic groups in the local community. Keep a list of useful contacts that may be able to assist in matters not directly related to Group Colleges Australia: religious customs, family support, interpreters, embassy or consulate contacts.
- xliii. It is not always important to remain within the specific religious affiliation to receive help in an emergency situation. Helping, coping, counselling skills are not religiously oriented...sensitivity is common to all members of the clergy. Keep this in mind when seeking assistance.
- xliv. Learn as much as you can from foreign nationals about how they would deal with specific scenarios - Ask questions:
 - *"How should the body of a Muslim car accident victim be handled when the Coroner demands an autopsy and religious custom prohibits?"*
 - *"How does one act at a Chinese Buddhist funeral service? What is the proper way to express condolences?"*
 - *"How is mental illness regarded in your country?"*
 - *"What is the attitude toward rape in your country?"*

The idea is to gain knowledge in advance, whenever possible. Keep in contact with support networks like ISANA. Whether by telephone or e-mail, there will always be someone available to use as a sounding board.

Preparing Others

Many staff responded that they are not qualified to handle international students in crisis.

Eradicate this 'us and them' attitude by engendering team- work among staff with regard to assisting international students. Let them know that they can be of invaluable assistance in a crisis by offering short-term training and workshops.

Establish and maintain your own network of 'contacts'. Try to include as wide a variety of types and levels of staff as possible.

Keep in regular contact whether formally or informally, as these contacts will be your most reliable allies at a moment's notice.

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Conduct training regarding the Critical Incidents Policy for International Students. It is important for staff to be aware of the existence of such a policy.

Conduct a resource workshop to locate all relevant community resources in your immediate local area: Funeral Directorss, Police and Medical Authorities, Religious Leaders, Ethnic Group Leaders, Media Representatives, Insurance Representatives, local Embassy or Consular representatives.

Coordinate and conduct a Mock Exercise to simulate a Critical Incident. Have the exercised observed and assessed by an outside party.

Follow up with a debriefing and feedback session, inviting Counsellors to educate participants about Stress Management, Post Traumatic Stress and general counselling principles when dealing international students.

Conduct general Cross Cultural Awareness training at regular intervals.

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APPENDIX B

SAMPLE LETTERS

LETTER TO PARENTS

(Sample letter in the event of a tragedy)

Dear Parents,

The school has experienced *(the sudden death, accidental injury)* of one of our students. We are deeply saddened by the death/events.

(Brief details of the incident, and in the event of a death, perhaps some positive remembrances of the person lost)

We have support structures in place to help your child cope with this tragedy. *(Elaborate)*

It is possible that your child may have some feelings that he/she may like to discuss with you.

You can help your child by taking time to listen and encouraging them to express their feelings.

If you would like advice or assistance you may contact the following people at the school:

Directors

Operations Manager

Yours sincerely,

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**LETTER TO PARENTS (Under 18 student)***(Sample letter requesting consent for involvement of outside professional/s)*

Dear Parents,

Following the recent (tragedy, ...) we have arranged professional support for students in school who need particular help. (.....) is available to help us with this work. This support will usually consist of talking to children, either in small groups or on a one-to-one basis and offering reassurance and advice as appropriate.

Your son/daughter has been identified as one of the students who would benefit from meeting with the psychologist. If you would like your child to receive this support please sign the attached permission slip and return it to the school by_____.

If you would like further information on the above or to talk to the psychologist, please indicate this on the slip or telephone Group Colleges Australia.

Yours sincerely,

Staff...

Title...

Group Colleges Australia

.....
I/We consent to having our daughter/son met by a psychologist.

I/We understand that my daughter/son may meet the psychologist(s) in an individual or group session depending on the arrangements which are thought to be most appropriate.

Name of student:

Date of Birth:

I would like my daughter/son to avail of the support being offered by the psychologist.

Signed.....(Parent/Guardian)

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APPENDIX C

MEDIA HINTS

In many cases, the institution would prefer not to issue a press release upon the death of an international student. However, in anticipation of some requests for comment from the media, it is advisable to have a press release drafted by Media staff just in case.

Listed below are some helpful hints, which can be used and applied within the role of the Critical Incident Team:

1. "No Comment" = Not a good idea.
2. A good press release should answer the following questions:
What? How? When? Where? Why?
3. Add a joint statement from the Directors and the Operations Manager (or from staff representatives with a student support focus) which will signify unity and dissuade the press from looking for an 'alternative angle' on the story. The statement should include an expression of surprise and sadness at the tragedy, as well as compassion for the family of the victim.
4. A comment should be included explaining Group Colleges Australia's policy on responding to this kind of situation. In addition, if the situation warrants, it would be appropriate to comment on what measures will be put in place to ensure that any future events of this nature are avoided.
5. A telephone contact for further information is always left at the bottom of a press release. The Critical Incident Team should determine who will be responsible for media inquiries, and all staff should be alerted to the procedure for directing media inquiries to this person.

Sample media release

A sponsored male student from India, 31, has died at, in metropolitan New South Wales.

The Directors,, said the incident had saddened Group Colleges Australia staff, its student body, and the international student community.

"We are all dispirited at the loss of a very promising young man. Our profound condolences go to his family", said.

A memorial service staged at Group Colleges Australia yesterday was attended by more than people, including academic staff, International Student Support staff, family, friends, and classmates

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NOTE: *The release is short and to the point. It depicts Group Colleges Australia as a caring institution, a position reinforced by the fact that the memorial service was held on Group Colleges Australia's own grounds.*

Note that the release was issued after the memorial service, to avoid the likelihood of media coverage at the service itself. The cause of death has been revealed, because of the young age of the deceased.

Should media investigate further, it is suggested that the Directors respond with a statement saying simply, "We are sure you will understand that we are not prepared to discuss any of the personal issues which may have been associated with this young man's death. It has always been our policy to respect the privacy of our students and their families."

Managing the media

Each critical incident is unique and the dynamics of each situation will have to be assessed when it occurs. It is important that a structured approach to media management is developed and is included in the management plan to ensure the most positive and supportive response from the media.

Take the media calls

The Directors or nominated person should handle the initial media calls. Be sure to return media calls as soon as possible.

It is important that the department has an input in media coverage so that the story is balanced. Therefore avoid answering questions with "no comment". Respond to questions accurately; however it may be necessary to explain to the media that you are unable to answer their questions at this time because:

- i. of the sensitive nature of the issue or
- ii. you do not have the information available.

It may be necessary to check with the police, ambulance or fire brigade etc, before making a statement.

Response time is important

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Officers likely to be contacted by the media need to be alerted immediately and kept informed as more details come to light. Inform reception as soon as possible that the incident has occurred, even if the details are unclear. The “Media liaison officers” will need to be informed of the incident. They will be able to assist by handling media inquiries. The “media liaison officer” will liaise with the Directors regarding the situation.

Channel all media inquiries through one person

The Directors will liaise directly with the media as more details are known.

Relate to journalists in a positive and friendly way

Enlist the support of the media to report accurate information and avoid being defensive. Journalists are professionals too. They have been assigned the job of reporting the story. They feel the public have a right to know and they will report the story with or without Group Colleges Australia’s co-operation. In a major disaster, the media is an essential means of communicating information, e.g. providing hot-line phone numbers, etc.

Working with the media representatives as professionals and providing them with accurate information about the incident means staying in control. Cooperation can make the difference between inaccurate reporting resulting in a story that reflects negatively on the school or the department and one which shows our caring role and our ability to respond effectively in a crisis.

Emphasis should be placed- in media comment- on the support available to students and staff.

Determine what the official response will be

Media liaison officers may be able to provide advice to staff about other developments or broader issues that may need to be considered when framing the response. They may also be able to offer advice about the most effective methods of responding to newspaper, radio and television interviews.

EXPRESS CONCERN * RESTRICT ANSWERS TO FACTS * ACCENTUATE THE POSITIVE

It is appropriate, for example, to:

State the facts about what has occurred and what is being done.

For example: when and where it occurred, how many people were involved or hurt, how much damage has been done, etc.

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Describe the assistance being provided for students and staff who may have been traumatised.

Explain that the whole Group Colleges Australia has been deeply shocked, that all available resources and support services have been gathered and what steps are being taken to rectify the situation and get things back to normal as soon as possible.

It is imperative to avoid making comments which imply blame or fault for any part of the incident, as there could be significant legal implications.

Official inquiries eg. by the police - are likely to follow serious incidents. Media comments on the public record may have a bearing on proceedings at such inquiries.

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APPENDIX D

POLICE INVOLVEMENT

While critical incidents are not only cases of sudden unexpected death, the police and others must be contacted.

The police are required to investigate all cases of sudden unexpected death. Police actions include:

- Reporting such death to the Coroner
- Notifying next of kin
- Obtaining official identification of the deceased (this must be done by someone who has known the deceased for some time)
- Conducting investigations on behalf of the Coroner - for example, interviewing witnesses and others who may have been involved, collecting clothing and other items for use in evidence, delivering specimens for analysis.

Coronial Investigations

Every death reported to the Coroner must be investigated. The body of the deceased will be taken to the morgue where it may be viewed by the relatives but not touched.

Once the coronial inquiries are complete (and this may take some time), the body will be released to funeral Directors to await instruction from the next of kin. At this stage the body may be touched.

Post Mortems (autopsies)

Most reported deaths require a post mortem examination to determine the medical cause of death. This usually involves an internal and external examination of the body, and of tissue, organ and blood specimens taken from the body. Cultural and religious objections to a post mortem may be discussed with the coroner or a court social worker. However, these objections very rarely influence the coroner's decision to conduct an autopsy.

Inquests

An inquest is a public hearing before a coroner (and occasionally a jury) to decide the circumstances of death. Once initial investigations are completed, the Coroner may (as in 90% of cases) dispense with an inquest. However, the Coroner may order an inquest or, in certain circumstances (such as murder), an inquest may be legally required.

APPENDIX E

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PREPARING FOR FUNERALS

This information is taken from materials published by the Australian Funeral Directors Association. A variety of reading material is available.

Inquiries may be directed to:

Australian Funeral Directors Association – NSW Branch

PO Box 291

Kew East VIC 3102

(03) 9859 9966

<http://www.afda.org.au/>

Arranging a funeral

When faced with having to make funeral arrangements, most people have no prior experience in organising such an event, and little idea of what to do.

Initial interviews with the funeral Directors can be at a location nominated by you. While some people may have a fairly clear knowledge of the arrangements they want to make, others may want to consider a myriad of alternatives before making any decisions. The funeral Directors are there to guide and advise on the many matters which need to be considered.

Decisions to make will include:

- Time and location of the funeral
- Type of service
- Burial/cremation (reflection of the religious or ethnic attitudes and family traditions)
- Type of coffin
- Viewing arrangements
- Choice of participants
- Floral arrangements, motor vehicles and other relevant matters

The funeral Directors

The funeral Directors will take responsibility for arranging, with the family concerned, the time and place for an appropriate funeral service by coordinating and liaising with clergy members, doctors, hospitals and cemetery or crematorium officials.

The funeral Directors will lodge notices in the press, arrange floral tributes, provide a hearse and other vehicles, a funeral chapel and any other facilities and personnel required to carry out the wishes of the family being served.

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All official forms must be completed and taken to the appropriate people at the right time. The funeral Directors, for example, registers the death with the Registrar of Births, Deaths and Marriages.

The funeral Directors ensures that human dignity both of the deceased and the survivors is preserved, and performs tasks in a sensitive and understanding manner.

Kindness, helpfulness, understanding and the empathetic handling of funeral arrangements are the vital psychological components of the funeral Directors' role.

When someone dies

When death occurs, the first practical consideration in most cases will be the need for a doctor's attendance. In Australia today, relatively few people die at home and in most cases the medical necessities and formalities will be taken care of by the relevant hospital or other authorities.

The deceased's doctor or the hospital authorities will explain what steps, if any, are required to establish the cause of death and complete the necessary death certificate. Meanwhile, the family may begin making their desired funeral arrangements, which can be completed when the death certificate has been signed.

The funeral ceremony

All reputable funeral Directors are able to provide a broad range of services to suit the precise requirements of the bereaved family.

Funerals can be as different as the people they are for, with their main purpose being to help the bereaved in the first stages of grief.

The order, style and content of service can all be varied to suit the family's needs. A personal tribute from a family member or close friend, or perhaps including appropriate cultural traditions, may make the service more meaningful.

Special circumstances

Deaths from Suicide and AIDS may sometimes present special problems because of old religious discrimination and/or social stigma. Nevertheless, the need for people to mourn and the rituals of the funeral are still essential for friends and family.

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When there is no body (eg: drowning accidents, abduction) it is still important to acknowledge the life of the deceased and help the family and friends to accept that death has occurred. A special memorial service to allow everyone to say goodbye and be able to get on with their grieving is essential. The use of photos, significant objects associated with the deceased 's life, and perhaps candles are a great help to use in place of the body.

Grieving

Grief is not a single response, but a complicated series of feelings, emotions and even physical manifestations of a person's reaction to the bereavement.

Grieving is an intensely personal process. Each death is unique and everyone affected will respond differently. Most survivors however, will pass through similar stages of grief from initial shock, numbness, and often denial and anger to realisation, acceptance and finally re-adjustment.

The intensity of grief experienced will be affected by a number of factors, including the degree of attachment to the deceased and the duration and quality of relationship with them. The greater the attachment, the longer it is likely to take to resolve grief.

However it is not the passage of time itself which brings resolution, but the working through of stages of grief. A meaningful funeral service can play a significant part in the crucial early stages of grieving.

ACKNOWLEDGEMENTS

National Code

<https://aei.gov.au/Regulatory-Information/Education-Services-for-Overseas-Students-ESOS-Legislative-Framework/National-Code/nationalcodepartd/Pages/ESOSNationalcode-PartD.aspx>

ESOS Act The Education Services for Overseas Students Act 2000

<https://www.aei.gov.au/regulatory-information/Education-Services-for-Overseas-Students-ESOS-Legislative-Framework/ESOS-Act/Pages/default.aspx>

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ATTACHMENT 16



UBSS STUDENT CODE OF CONDUCT

Document ID	3.22
Related Documents	Grievance policy (non-academic) Equity and Diversity Policy Expulsion Policy
Date	October 2018
Date of Next Review	June 2021
Authorised by	UBSS Academic Senate
Approved by	UBSS Academic Senate, September 2018
Version	V12
Responsible Officer	Executive Dean
References and Legislation	TEQSA guide note on wellbeing and safety HESF 2015 (HES Framework) – specifically 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 6.2.1e, 6.1.4 and 7.2.1

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1 Purpose

1.1 Context

The purpose of the Student Code of Conduct is to set the framework to provide students with a safe and secure learning environment and to engage in the educational process free from disruptive or inappropriate behaviour.

To this end, the School is committed to ensuring that there are clearly defined standards of behaviour and conduct for all students. The Student Code of Conduct sets out the School's expectations of students as members of the UBSS community.

2 Scope

2.1 Rationale

The Student Code of Conduct applies to all students, faculty and staff who have a right to a work environment that is safe and is free from unnecessary disruption that may be caused by unacceptable conduct and behaviour.

2.2 Legislative Context

- The Higher Education Support Act 2003 (Cth) (HESA)
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007
- Tertiary Education Quality and Standards (TEQSA) Act 2011 (Cth)
- Higher Education Standards Framework (Threshold Standards) 2015
- The Educational Services for Overseas Students Act (ESOS):2000 The National Code
- Education Services for Overseas Students Regulations 2001

3 Definitions

Item	Definition
Racial Discrimination	Racial discrimination is when a person is treated less favourably than another person in a similar situation because of their race, colour, descent, national or ethnic origin or immigrant status.
Harassment	Harassment is generally defined as a course of conduct which annoys, threatens, intimidates, alarms, or puts a person in fear of their safety.
Code of Conduct	An agreement on rules of behaviour for the members of that group/organisation.



4 Policy Statement

The Student Code of Conduct outlines the reasonable parameters of the behaviour that students and staff can expect of students at UBSS. It is a student's responsibility to be familiar with this Code of Conduct and other behaviour standards required by the School. Compliance with this Code is binding on all students.

The Student Code of Conduct is published on the UBSS website.

A report of any incident involving inappropriate behaviour will be placed on the student's record.

5 UBSS Standards

- All members of UBSS should respect themselves, other members and the property of the School.
- All members of the School are entitled to a safe learning and working environment free from racial discrimination, harassment of any kind (including sexual harassment) and occupational hazards.
- Each member of the School is entitled to equal opportunity to all relevant and available resources for their learning and work.
- The School does not tolerate physical, sexual, verbal or emotional harassment from any member of the School.

6 School Rules

The following rules form an integral part of the UBSS Code of Conduct. Students are accountable for their misconduct. Breach of any of these rules may result in disciplinary action that may lead to expulsion.

- Students must follow any reasonable request or direction made by any School staff member where the direction or request supports safety, good order and compliance with the Code.
- The use or possession of any dangerous items such as knives, flammable substances and other illegal weapons or substances are strictly prohibited on School premises.
- The use, possession or supply of alcohol, drugs or illegal substances are strictly prohibited on School premises. Students found with any alcohol, drugs or other illegal substances on campus will be expelled from the School and may be reported to the relevant authorities.
- Students are expected to behave in a way that is perceived to be threatening or intimidating or cause any person to fear for their personal safety or well-being.
- Smoking is prohibited on School premises. The School is housed in a public building, and NSW health laws prohibit smoking anywhere in public buildings.
- Spitting is prohibited on School premises. Health laws prohibit spitting in buildings and public places.
- Mobile phones, electronic games or other electronic devices must be turned off during class. Lecturers may confiscate any ringing phone or other electronic device being used inappropriately in class. Confiscated items are returned either at the end of class or at the end of the academic day.
- Food and beverages must not be consumed in the computer labs, language labs or classrooms.
- Food and beverages must not be taken into the toilets. Students may use the eResource room when consuming food and beverages.
- Students are expected to dress in a neat, tidy and respectable manner at all times while on campus.



7 Breaches of Code of Conduct

The following procedure for dealing with breaches of the Student Code of Conduct is intended to serve as a guide for the actions that are likely taken by the School. Based on the judgement of the School handling matters of inappropriate behaviour or misconduct, these steps may be omitted and the necessary action may be taken to expel the student:

- The student will be asked by an authorised representative of the School to cease the inappropriate behaviour or misconduct.
- Where the student does not cease the inappropriate behaviour or misconduct, the student will be asked to leave that environment. Where the student does not leave, a senior management team member or security may be called to remove the student from the environment where the inappropriate behaviour or misconduct has occurred.
- An incident report will be completed by the School representative and the details of the incident will be recorded on the student's file. The Academic Integrity committee will determine the disciplinary actions that will be taken and the student will be informed in writing of the outcome.

Disciplinary action include but are not limited to:

- A verbal warning and counselling regarding the incident of inappropriate behaviour or misconduct
- A written warning that clearly states that the behaviour is inappropriate and outlines and/or identifies possible consequences including disciplinary action up to and including an expulsion and cancellation of enrolment.

The School reserves the right to expel any student (and cancel the CoE of any student without prior warning) who in any way breaches the School Code of Conduct or any of the associated School rules. If a student is expelled for any reason, all/any fees paid in advance are forfeited.

8 Appeals

A student may appeal against a decision made under this policy only on the grounds that the decision is inconsistent with the Student Code of Conduct.

Refer to the UBSS Grievance and Appeals policy (academic) for further information on the process for appeals applications and grievance handling procedures.

9 Document Change Control

Version	Change Description	Date	Author
v11.1	Refreshed format and revised content	July 2018	Jotsana Roopram
V12	Refreshed and new review date embedded	August 2019	Professor Ian Bofinger

ATTACHMENT 17

**WELLBEING AND SAFETY POLICY**

Document ID	3.23
Related Documents	UBSS Student Code of Conduct GCA Critical Incident Policy GCA Group of Companies Work, Health and Safety (WHS) Policy UBSS Equity and Diversity Policy UBSS Expulsion Policy GCA Student Welfare Policy
Date	October 2018
Date of Next Review	June 2021
Authorised by	UBSS Academic Senate
Approved by	UBSS Academic Senate, September 2018
Version	V2
Responsible Officer	Executive Dean
References and Legislation	TEQSA guide note on wellbeing and safety HESF 2015 (HES Framework) – specifically 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 6.2.1e, 6.1.4 and 7.2.1 AHRC Change the Course Report Universities Australia 10 Point Action Plan

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1 Purpose

1.1 Context

This policy outlines the principles (and procedures) around wellbeing and safety at UBSS and is consistent with the current practices evidenced at UBSS and published on the UBSS Website – ‘Wellbeing and Safety Management at UBSS’ (March 2018)

2 Scope

2.1 Rationale

International and local students need to feel safe in their place of study and confident that their welfare is being taken into consideration at all times – this includes physical and emotional safety. The policy applies to all staff members, students, visitors, volunteers and contractors.

2.2 Legislative Context

- The Higher Education Support Act (HESA)
- The Educational Services for Overseas Students Act (ESOS): 2000

3 Definitions

Item	Definition
Wellbeing	A state or condition wherein a person realises his/her potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his/her community.
Safety	A condition of being protected from or unlikely to cause danger, risk or injury (physical and/or emotional)
Concierge	An amalgam position of security, detailing and hospitality.
Code of Conduct	An agreement on rules of behaviour for the members of that group/organisation.



4 Policy Statement

UBSS is committed to –

Providing its people with a welcoming, safe and healthy working and learning environment;

Continuously improving its health, safety and wellbeing performance;

Supporting and promoting wellbeing;

Continually consulting with staff and students on matters of safety and wellbeing;

Regularly reporting on WHS;

Identifying and managing WHS risk and student welfare;

Allocating appropriate resources to ensure wellbeing and safety.

5 Mechanisms in place to ensure wellbeing and safety at UBSS

UBSS currently has in place considerable resource to secure the wellbeing and safety of students and staff on a daily, ongoing basis including –

A full time Learning Support Coordinator

Full time Student Services Staff

An experienced Executive Dean

Informed Program Directors

An International Student Agent Network

Orientation Briefings

Ongoing student feedback

Ongoing staff feedback

A contained Campus

CCTV (24/7)

Surveillance by Senior Staff (ongoing)

A swipe card (ID) security system

Maximum viewpoints – significant glass throughout campus

No extra curricula social events

An active WHS Committee



A team of Concierges
 Early intervention around non-academic misconduct
 Efficient management of Critical Incidents
 A culturally diverse and aware environment
 Risk identification and mitigation in place
 WHS and Wellbeing is a high priority issue with Governing Body
 An international Student Ombudsman
 A clearly articulated code of conduct

6 Roles and Responsibilities

All staff and students are responsible for each other's safety and wellbeing, including their own. The UBSS Executive Dean is responsible for the overall WHS and wellbeing of the staff and student community.

7 Document Change Control

Version	Change Description	Date	Author
v1	New Policy – articulating the March 2018 publication 'Wellbeing and Safety Management at UBSS (March, 2018)	15.09.2018	Professor Greg Whateley
v2	Refreshed and new review date embedded	August 2019	Professor Ian Bofinger

ATTACHMENT 18

**GRIEVANCE AND APPEALS POLICY (ACADEMIC)**

Document ID	3.12
Related Documents	UBSS Academic Progression, Monitoring and Intervention policy GCA International Students' Support Policy UBSS Student Code of Conduct
Date	Refreshed November 2017
Date of Next Review	June 2021
Authorised by	UBSS Academic Senate
Approved by	UBSS Academic Board December 2011
Version	V13
Responsible Officer	Executive Dean
References and Legislation	National Codes of Practice for International Students (NCPIS) Standard(s): Standard 8

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1 Context

This policy outlines the principles on which the Academic Grievance Policy is based and the procedures that are followed to address academic grievances.

2 Scope

2.1 Rationale

UBSS is required to establish protocols and procedures for the handling of academic grievances. This policy specifies UBSS's commitment to ensuring that students have access to processes that allow for grievances, disputes, problems and complaints of an academic nature to be resolved in a fair, efficient and effective manner.

The procedures set out in this document do not replace or modify procedures or any other responsibilities that may arise under other higher education provider policies or under any statute or other law.

2.2 Legislative Context

- The Higher Education Support Act (HESA)
- The Educational Services for Overseas Students Act (ESOS): 2000 The National Code

3 Definitions

Item	Definition
Academic Grievance	An Academic Grievance is a grievance relating to student academic progress, student assessment, curriculum or awards in a course of study.
Appeal	An Appeal is the process by which a student requests reconsideration of a decision.

4 Scope

All students at UBSS or those seeking to enrol in a course of study at UBSS are entitled to access the grievance procedures set out in this policy, regardless of the location of the UBSS campus at which the grievance has arisen, the student's place of residence or the mode in which they study.

The policy is underpinned by the principles of natural justice and procedural fairness and emphasises the desirability of resolving a grievance as early and as close to the source as possible.



5 Policy Dissemination and Staff Training

This policy is published in a public area – on UBSS’s website at www.ubss.edu.au – and is therefore accessible to all staff, students and other stakeholders.

The **Executive Dean** is responsible for training academic staff in the application of the policy and for verbally explaining the policy to students.

The **Academic Coordinator** is responsible for training support staff in the application of the policy and for publishing and updating the policy as needed on the UBSS website.

6 Procedure

Current or prospective students in any accredited higher education course at UBSS have access to a procedure through which a complaint may be addressed. Each step in the procedure is free of charge. However any external agency, counsel or consultant engaged by the complainant may choose to charge the complainant a fee for their service.

6.1 Student Academic Progress.

It is a requirement that students studying at UBSS achieve satisfactory Academic Progress.

6.2 Academic Warning Letter

If students do not make satisfactory Academic Progress (defined as failing with a mark of less than 30% of percent or more of any assessment studied in one trimester or with an attendance of less than 70%), they are issued a warning letter.

Right to appeal – Students have the right to appeal this warning within 20 days of its issue. If they do so and the appeal is upheld, no further action is required of the student and UBSS removes the warning from the student’s MyGCA journal.

If the appeal is denied, UBSS notifies students via their student online account. Students who are dissatisfied with the result of their appeal may request that the matter be dealt with by an independent, external third party. More information is available at www.acpet.edu.au/students/student-support/appeals

International Students can take their appeal to the Overseas Students Ombudsman (OSO). More information on this option is available at: www.oso.gov.au

If the external appeal is upheld, no further action is required of the student, and UBSS removes the warning letter from the student’s MyGCA journal within 10 working days.



6.3 Discontinuation of Studies – non-Achievement of Academic progress

If the student has been issued a warning letter and does not make satisfactory academic progress pursuant to Policy 3.1 Academic and Progression & Intervention Policy, section 4.3 – Discontinuation of studies the student will be issued with a show cause letter.

Right to appeal – Students have the right to appeal the show cause letter within 20 days of its issue. If they do so and the appeal is upheld, no further action is required of the student.

If the appeal is denied, UBSS notifies students via their student online account. Students who are dissatisfied with the result of their appeal may request that the matter be dealt with by an independent, external third party. More information is available at www.acpet.edu.au/students/student-support/appeals

If the external appeal is upheld, no further action is required of the student. If the student choose not to submit an appeal, or does submit an appeal that is denied, UBSS initiates relevant disciplinary action, which includes reporting the student to DIBP for failing to make satisfactory academic progress and cancellation of the students CoE.

7 Student Assessment

7.1 Curriculum and Awards Grievance.

Before any process is begun the complainant should liaise with the staff member concerned within 10 working days of the occurrence of the grievance event and discuss/negotiate their concerns with a view to arriving at a mutually agreeable resolution. The staff member must send their decision to the student by email within 10 working days of initially liaising with the student about the grievance. If the complainant is not satisfied with the outcome or with the time taken to resolve the matter, then the complainant can proceed as follows:

7.2 Official Complaint.

If not satisfied with the results of the informal outcome the complainant can lodge an official complaint in writing within 10 working days of the student's receipt of the staff member's decision about the outcome of the informal procedure. Details including their student ID number and documentation to support their claim should be included.

7.3 Evaluation.

Within 10 working days, the **Executive Dean** or delegate must evaluate the official complaint, hold meetings with the complainant if necessary, and notify the complainant of the outcome of the evaluation in writing via their student online account.



7.4 Appeal.

If the complainant is not satisfied with this outcome, they may submit their complaint in writing with full supporting documentation to the **Chair** of the UBSS Academic Senate. The **Chair** of UBSS Academic Senate must establish a committee of members from the Academic Senate within 10 working days to consider the complaint. The complainant must be notified in writing of the outcome within a reasonable period of time.

7.5 Second Appeal.

Students dissatisfied with the decision by the UBSS Academic Senate may request that the matter be dealt with by an independent external third party group.

Students may take their appeal to the Australian Council for Private Education and Training (ACPET). More information is available at www.acpet.edu.au/students/student-support/appeals.

International Students can take their appeal to the Overseas Students Ombudsman (OSO). More information is available at www.oso.gov.au

UBSS implements all recommendations arising out of the External Appeal process within the timeframe specified. When a timeframe is not specified, recommendations are implemented within 10 working days.

7.6 No Victimisation or Discrimination

The complainant and respondent must not be victimised or discriminated against at any stage of the procedure set out in this policy.

7.7 Representation by Third Party

The complainant and/or respondent have the right to be represented by a third person (such as a family member, friend, counsellor or other professional support person). In such case, the complainant should give notice of this representation to all parties involved in the meeting stage of the procedure.

7.8 Record of Grievance and Confidentiality

Records of all grievances and applications for review of decisions must be kept by UBSS and be accessible to all interested parties for a responsible amount of time. Such records must be kept confidential.

ATTACHMENT 19

**GRIEVANCE POLICY (NON-ACADEMIC)**

Document ID	3.13
Related Documents	UBSS Academic Progression, Monitoring and Intervention policy GCA International Students' Support Policy UBSS Student Code of Conduct
Date	Refreshed June 2018
Date of Next Review	June 2021
Authorised by	UBSS Academic Senate
Approved by	UBSS Academic Board December 2011
Version	V13
Responsible Officer	Executive Dean
References and Legislation	National Codes of Practice for International Students (NCPIS) Standard(s): Standard 8

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1 Context

This policy describes the principles and procedures that enable students to pursue non-academic grievances.

2 Scope

2.1 Rationale

UBSS is required to establish protocols and procedures for the handling of Non-Academic Grievances. This policy specifies UBSS's commitment to ensuring that students have access to processes that allow for grievances, disputes, problems and complaints of a non-academic nature to be resolved in a fair, efficient and effective manner.

The procedure set out in this document does not replace or modify procedures or any other responsibilities that may arise under other higher education provider policies or under statute or any other law.

2.2 Legislative Context

- The Higher Education Support Act (HESA)
- The Educational Services for Overseas Students Act (ESOS): 2000 The National Code

3 Definitions

Item	Definition
Non-Academic Grievance	A Non-Academic Grievance is any grievance that does not relate to academic matters.

4 Scope

All students at UBSS or applicants seeking to enrol in a course of study at UBSS are entitled to access the grievance procedures set out in this policy, regardless of the location of the UBSS campus at which the grievance has arisen, the student's place of residence or the mode in which they study.

This policy applies to any aspect of a student's experience at UBSS that is not specifically covered by another policy (Academic grievances are covered in 3.13 above.)

The policy is underpinned by the principles of natural justice and procedural fairness and emphasises the need to resolve a grievance as early as possible and as close to the source as possible.

[Grievance Policy (Non Academic) [Version v13 – Review date June 2021]

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4.1 Policy Dissemination and Staff Training

This policy is published in a public area - UBSS's website: www.ubss.edu.au - and is therefore accessible by all staff, students and other stakeholders.

The **Executive Dean** is responsible for training academic staff in the application of the policy and for verbally explaining the policy to students.

The Academic Coordinator is responsible for training of support staff in the application of the policy and for publishing the policy on the UBSS website.

5 Procedure

Current or prospective students in any accredited higher education course at UBSS have access to a procedure through which a non-academic complaint may be addressed. Each step in the procedure is free of charge. However any external agency, counsel or consultant engaged by the complainant may choose to charge the complainant a fee for their service.

Before any process is begun, the complainant should liaise with the staff member concerned within 10 working days of the occurrence and discuss/negotiate their concerns with a view to arriving at a mutually agreeable resolution. The staff member must communicate their decision to the complainant within 10 working days of the initial grievance. If the complainant does not wish to use the informal approach, or does use that approach but is not satisfied with either the outcome or the time taken to resolve the issue, they can proceed as follows:

Official Complaint. If not using the informal approach, the complainant can lodge an official complaint in writing within 10 working days of the grievance event. If the complainant has used the informal approach but is dissatisfied with the outcome, they can lodge an official complaint within 10 days of the staff member issuing their decision in the informal procedure. Details including their student ID number and documentation to support their claim should be included with the official complaint.

Evaluation. Within 10 working days, the **Executive Dean** or delegate must evaluate the official complaint, holding meetings with the complainant if necessary, and notify the complainant of the outcome in writing via their student online account.

Appeal. Students dissatisfied with the result of the evaluation may request that the matter be dealt with by an independent, external third party.

Students may take their appeal to the Australian Council for Private Education and Training (ACPET). More information on this option is available at: www.acpet.edu.au/students/student-support/appeals.

International students can take their appeal to the **Overseas Students Ombudsman (OSO)**. More information on this option is available at: www.oso.gov.au.

UBSS must implement all recommendations arising out of the External Appeal within any timeframe specified. When a timeframe is not specified, recommendations are implemented within 10 working days of receipt of the External Appeal decision.



5.1 Victimisation or Discrimination

The complainant and respondent must not be victimised or discriminated against in any stage of the procedure set out in this policy.

5.2 Representation by Third Party

The complainant and/or respondent have the right to be represented by a third person (such as a family member, friend, counsellor or other professional support person). In such case, the person using a representative should give notice to the other parties involved.

5.3 Record of Grievance and Confidentiality

Records of all grievances and applications for review of decisions must be kept and be accessible to all interested parties for a responsible amount of time. Such records must be kept confidential.

6 Document Change Control

Version	Change Description	Date	Author
v12	Refreshed format	November 2017	Professor Ian Bofinger
V12.1	Change of review date	June 2018	Jotsana Roopram
V13	Refreshed and new review date embedded	August 2019	Professor Ian Bofinger

ATTACHMENT 20

**GCA Sexual Harassment Policy**

Approved by: GCA Executive	Date Approved: 9 th August, 2019
First Approved by: GCA Executive	Date First Approved: 9 th August, 2019
Current Version: V2	Date of Next Review: 1 July, 2020

Context

This policy expresses the behaviour expected of the GCA Community regarding any matter of Sexual Harassment.

Rationale

The purpose of this policy is to manage any incidences of Sexual Misconduct, including Sexual Harassment at GCA and to contribute to maintaining a campus culture of inclusivity and respect; upholding the rights of Employees and Students to fair treatment.

Legislative Context

- *Anti-Discrimination Act 1977* (NSW)
- *Crimes Act 1900* (NSW)
- *Education Services for Overseas Students Act 2000* (Cth)
- *Fair Work Act 2009* (Cth)
- *Higher Education Support Act* (Cth)
- *Privacy and Personal Protection Information Act 1988* (NSW)
- *State Records Act 1988* (NSW)
- *Sex Discrimination Act 1984* (Cth)

Related Documents

- GCA Policy and Procedures Manual (as amended)
- *Higher Education Industry – General Staff Award 2010* (including all amendments up to 20 June 2019). *Higher Education Industry—Academic Staff—Award 2010*
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (Cth)



Definitions

Case Manager means an individual appointed by GCA to manage through the various stages of a complaint, investigation and recommendation until conclusion.

Complainant means an individual raising an issue, providing a notification or making a complaint about a matter that they wish the GCA to consider and for which specific outcome/s or resolution/s are explicitly or implicitly expected.

Duty of Care requires all Employees and Students to take reasonable care in view of reasonably foreseeable circumstances that may arise. Safety of Employees, Students and visitors on campus is the first priority in any situation.

Employee means an individual employed by the GCA under an Enterprise Agreement or a common law employment contract.

GCA Community means all people who use the GCA's campuses or facilities for work, study or other authorised activity, and the GCA's campuses and facilities.

GCA means The GCA of Australia.

Respondent means a Students or Employee against whom claims relating to Sexual Harassment and Sexual Violence are made.

SASH means a dedicated Task Force established as a stand-alone entity to regularly meet and review all matters relating to Sexual Assault, and Sexual Harassment.

Student means an individual enrolled in a degree, diploma or certificate course of the GCA, or an individual enrolled on a non-award basis, or through GCA Extension as a continuing education student, in units offered within degree, diploma or certificate courses of the GCA.

Supervisor/Manager means an individual who is responsible for supervision of the Employee or Student.

Vexatious Complaint means one that is made or pursued without reasonable grounds or made to harass or annoy, to cause delay or detriment, or for any other wrongful purpose.

Policy

1. Sexual Misconduct

1.1 The GCA understands Sexual Misconduct to be instances of:

- Sexual Harassment ("SH")
- Sexual Assault ("SA")

1.2 Sexual Harassment

1.2.1 Sexual Harassment is defined in legislation as conduct with a sexual component which is unwelcome, unsolicited and unreciprocated. Conduct with a sexual component includes physical, visual, verbal and non-verbal behaviour. GCA has a separate policy on Sexual Assault.

1.2.2 The GCA understands that Sexual Harassment includes, but is not limited to:

- leering or staring;
- obscene sexual communications in any media including social networking;
- persistent following or stalking;



- persistent unwelcome invitations, telephone calls or emails;
 - sending of sexually explicit emails or text messages;
 - sexually suggestive words, gestures or sounds;
 - unwanted ongoing declarations of affection or approaches for affection, including gifts, display of sexually suggestive material use of GCA computer systems for the retention and distribution of sexually explicit material;
 - unwelcome behaviour or contact of a sexual nature which offends, intimidates, embarrasses or humiliates an individual;
 - unwelcome physical touching or familiarity, including deliberately brushing against someone, patting, kissing and embracing.
- 1.2.3 The GCA understands that Sexual Harassment involving persistent following or stalking, and indecent exposure, may be considered sexual assault and possibly a criminal offence. However, in the initial stages it is recommended a person subject to this type of unwanted behaviour report the matter internally with GCA through the SASH reporting protocols. Notwithstanding an individual who is subjected to such incidents may seek advice and support concerning reporting the matter to the police and/or the NSW Rape Crisis Centre.
- 1.2.4 The GCA understands that Sexual Harassment may be perpetrated or experienced by people of any sexual orientation or gender identity.
- 1.2.5 The GCA understands that Sexual Harassment may be a single incident or a persistent pattern of unwelcome behaviour.
- 1.2.6 The GCA understands that Sexual Harassment does not include:
- mutual attraction;
 - consensual romantic involvement or friendship.
- 1.2.7 GCA shall require all staff and students to complete, either online or face-to-face, mandatory awareness training of sexual harassment and sexual assault in order to develop a healthy culture of awareness and behaviours which not accepted or tolerated. Completion of training will be noted on each employee file.

2. Scope

2.1 Legislative Controls

- 2.1.1 A SASH Task Force, shall be formed and meet on a quarterly basis to oversee the interests and responsibilities of GCA in regards to all matters relating to the management of all sexual assault, and sexual harassment matters. Membership shall be led by the Director, Human Resources with the committee also comprising the Executive Dean, and Provost. The SASH Task Force shall report to the Executive Management Committee whom shall table and review each SASH Task Force report and Minutes.
- 2.1.2 The GCA understands that, under the Commonwealth *Equal Opportunity Act (1999)*, the Commonwealth *Sex Discrimination Act (1984)*; the *Anti-Discrimination Act 1977* (NSW), and the *Fair Work Act 2009*, that Sexual Harassment in employment, education, accommodation and in the provision of goods services and facilities is unlawful.



2.1.3 GCA understands that under the *Workplace Health & Safety Act 2011* (NSW), including the *Workplace Health & Safety Act Regulations 2017* an employer is required to take remedial and preventative action, including disclosure of necessary information, in response to allegations of Sexual Misconduct, including but not limited to where:

- there is a threat of physical harm or danger to an individual;
- the GCA's Duty of Care to Employees or Students may be compromised if no action is taken;
- there is an activity considered serious misconduct under the *Crime Commission Act 1991* (NSW) that the GCA is obliged to report.

2.1.4 GCA has both legal obligations and a Duty of Care to all its Employees and Students which may take precedence over the desire of a Complainant for confidentiality. Duty of Care considerations will include an assessment of the safety of people involved in the matter, and may require Employee relocation or adjustment of duties and reporting lines, or the GCA timetable, while the matter is addressed.

2.2 Institutional Scope

2.2.1 The scope of this policy extends to all GCA Community premises and includes but is not limited to the GCA:

- campuses;
- sporting and recreational clubs and facilities to the extent that they fall within the GCA Community
- managed digital environments;
- activities and situations related to GCA business that are not conducted on GCA premises, including but not limited to:
 - field trips
 - conferences
 - students camps
 - inter-GCA events
 - parties and other social functions.

2.3 Sexual Misconduct on a Premises Outside of the GCA Community

2.3.1 The GCA understands that a member of the GCA Community may, while performing duties as an Employee, as a Student or as any other individual while undertaking official duties for the GCA, experience Sexual Misconduct on premises outside of the GCA Community. The GCA will liaise with the responsible authority to ensure proper procedures will be followed and will continue to provide support services.

2.3.2 The GCA understands that Sexual Misconduct conducted on a digital environment not managed by the GCA will also be subject to this policy.

2.4 Individual Scope

2.4.1 The scope of this policy extends to all members of the GCA Community, including but not limited to:

- GCA's professional staff;



- GCA' academic staff;
- GCA's Students;
- persons not employed by the GCA that undertake official duties for the GCA.

2.5 Sexual Misconduct by an Individual Outside of the GCA Community

- 2.5.1 GCA understands that a member of the GCA Community may, while performing duties as an Employee, as a Student or any other individual while undertaking official duties for the GCA, experience Sexual Misconduct by an individual outside of the GCA Community. In such circumstances, the GCA will liaise with the responsible authority to ensure proper procedures will be followed and will continue to provide support services.
- 2.5.2 The scope of this policy extends to all individuals of the GCA Community performing duties as an Employee, as a Student or any other individual while undertaking official duties for the GCA while performing those duties on premises outside of the GCA Community.

3. Intent to Commit Sexual Misconduct

- 3.1 GCA, in accordance with the *Equal Opportunity Act 1999 (Cth)*, considers behaviour to be Sexual Misconduct if an individual harassed is, or has reasonable grounds for believing that rejection, refusal or objection to a request, advance or other conduct will disadvantage them in any way related to their working, studying or living environment. Disadvantage here also includes psychological and emotional distress affecting that individual's ability to pursue their usual work, study or individual activities.
- 3.2 GCA will not consider the intention of a Respondent in determining if Sexual Misconduct has occurred.
- 3.3 GCA will consider the perception of a recipient (the Complainant) of conduct by a Respondent in determining whether Sexual Misconduct has occurred.
- 3.4 GCA does not consider it necessary for the Complainant to have told a Respondent that their behaviour was unwelcome for the behaviour to constitute Sexual Misconduct.

4. Employee and Student Rights and Responsibilities

- 4.1 The GCA understands that all Employees and Students have a right to participate in an environment free from Sexual Misconduct. The GCA expects all Employees and Students to prevent Sexual Misconduct and contribute to maintaining a campus culture of inclusivity and respect, and to uphold the rights of Employees and Students to fair treatment.
- 4.2 The GCA expects all Employees and Students to comply with the *Equal Opportunity for Women in the Workplace Act 1999 (Cth)*; *Commonwealth Sex Discrimination Act 1984*, and *Fair Work Act 2009*, and all other relevant legislation.
- 4.3 **Vexatious Complaints**
- 4.3.1 If the complaint is found to be vexatious, the GCA may take action against the complainant employee under the GCA's misconduct procedures contained within the



award. In the case of a vexatious complaint made by a student, the Student Policies shall apply.

4.4 Conflict of Interest

- 4.4.1 No individual should be placed in a situation where there is real or perceived conflict of interest. If a complainant or respondent believes that a real or perceived conflict of interest exists when a matter involving them is to be investigated, they can ask for an alternative case manager to be appointed.
- 4.4.2 A conflict of interest includes any circumstance, whether actual or perceived, arising from conflict between the performance of public duty and private or individual interests. All parties involved in the preliminary inquiry into and possible resolution of complaints of sexual harassment will ensure:
- they have no conflict of interest or bias in relation to any party to the complaint;
 - there is no perception by the parties that a conflict of interest exists;
 - they adhere to the GCA's Code of Ethics and Code of Conduct;
 - Individuals who have concerns about perceptions of possible conflict of interest or partiality should exclude themselves from the process, refer their complaint to their Manager, or seek advice from within Human Resources.

5. Supervisors and Managers

- 5.1 GCA expects that Supervisors/Managers take appropriate action using the procedures associated with this policy when they become aware of instances of possible Sexual Misconduct, even without a complaint being lodged.
- 5.2 GCA expects Supervisors/Managers to manage Sexual Misconduct appropriately and contribute to maintaining a campus culture of inclusivity and respect, and to uphold the rights of Employees and Students to fair treatment by:
- making sure Employees and Students are familiar with this policy
 - modelling exemplary behaviour in this regard themselves
 - ensuring that Employees and Students are aware of the GCA's Code of Ethics and Code of Conduct
 - making known names and locations of Employees, who are able to provide preliminary advice and assistance
 - taking early action when they become aware of instances of possible Sexual Misconduct, even without a complaint being lodged
 - following up promptly when a Sexual Misconduct matter is raised.

6 Breach of Policy

- 6.1 Failure to comply with this policy by a member of the GCA Community may be considered a breach of the Code of Ethics and Code of Conduct and may result in disciplinary action.



Group Colleges Australia

Procedures

7. Seeking Support

Someone who has experienced Sexual Misconduct can seek support from a range of people across campus and external to the GCA.

7.1 On Campus:

7.1.1 Employees and Students

hrm@gca.edu.au for issues of safety on campus, or speak to Student Services on a private and confidential basis.

7.2 External:

Refer Schedule 1 of this policy.

8.1 Where appropriate and where an individual feels safe to do so, they are encouraged to raise their concern with the other individual directly. Taking action can be as simple as:

- talking to the individual, or sending them an email, telling them what it is you have a concern about and asking them to stop doing it;
- seeking appropriate support and advice.

8.2 Where it has not been appropriate to approach the individual directly, or where this step has been taken but the matter is still not resolved, an individual can consider making a Disclosure or a Report to GCA. Not speaking directly to the individual(s) who have caused the concern does not prevent someone from making a Disclosure or Report.

8.3 Disclosures and Reports

8.3.1 An Employee or Student who thinks they may need some support in their workplace or study and wants the GCA to investigate what happened, can make a Disclosure and/or a Report to the GCA.

8.3.2 Making a Disclosure starts a process of information and support provision, which can include assistance with making a Report, but does not start an investigation.

8.3.3 Making a Report does start an investigation (assuming the GCA has the authority to investigate) and can include a referral to the Disclosure Officer(s) for information and support provision as part of the process.

8.3.4 The decision to make a Disclosure and the decision to make Report are separate decisions. They are both confidential processes but there may be limits to confidentiality, particularly where the GCA is required to disclose information to external agencies or investigate.

8.3.5 Incident data is collected in all matters reported either directly or indirectly to the GCA Task Force, and included in report to the Executive Management Team meetings.



9. Making a Disclosure

- 9.1 Confidential disclosures can be made to GCA nominated Disclosure Officer (appointed by Director, Human Resources). Appointments can be made by email disclosure@GCA.edu.au
- 9.2 No information about the Sexual Misconduct is required in the email; just a statement that the individual wishes to make a Disclosure, their full name, and their student/employee ID.
- 9.3 A support individual such as a friend, family member, colleague or Student Assist Officer can attend a meeting and where unable to come onto campus, the Disclosure Officer will negotiate an alternative method of contact.
- 9.4 A Disclosure does not have to relate to a current or recent matter, and does not have to involve a member of the GCA Community.
- 9.5 Where Sexual Misconduct is first raised with another Employee, that Employee will support a referral to the Disclosure Officer.
- 9.6 The Disclosure Officer will:
 - advise on support services both on campus and external to the GCA;
 - safety planning and implementing safety measures
 - temporary work reassignment, location reassignment, or scheduling changes
 - retain a summary of the Disclosure without any individual identification for GCA reporting process.
 - create a confidential file where accommodations are sought to retain a record. These records are not stored in a student or employee file but held separately under lock and key
 - make appropriate support services and accommodations available to members of the GCA Community on the basis of a Disclosure, regardless of whether there is a Report; a report to the police; or a report to a support agency such as the [NSW Rape Crisis Centre](#).
- 9.7 In seeking accommodations, the Disclosure Officer needs to identify the individual for whom they are being sought, but does not need to provide any details about the Disclosure.
- 9.8 To the greatest extent possible, the GCA will respect an individual's choice to not make a Report and will keep the Disclosure confidential. In exceptional circumstances, where required by law or where there is a risk of significant harm to that individual's health and safety or another individual's health or safety, and at the sole discretion of the Disclosure Officer, the GCA may do one or both of the following:
 - refer the matter to the Complaint Resolution Unit as a Report in which case the individual who Disclosed has the right not to participate in any subsequent Investigation
 - notify third parties, such as the police or child protection authorities.
- 9.9 If the GCA takes any action under clause 9.8, the Disclosure Officer will notify the individual who made the Disclosure and will ensure that appropriate support services are made available to them.



10. Making a Report

- 10.1 Anyone directly subjected to Sexual Misconduct, including an individual who is not a member of the GCA Community, can make a Report against a member of the GCA Community. Reports can be made by:
- emailing to the Director, Human Resources (hrm@gca.edu.au);
 - submitting a Report online (through the online Complaint Submission Form);
 - making an anonymous Report (noting action by GCA may be limited);
 - making an appointment with the Director, Human Resources for a confidential discussion.
- 10.2 Anyone directly subjected to Sexual Misconduct, including an individual who is not a member of the GCA Community, can make a Report against a member of the GCA Community. An individual who is subjected to Sexual Misconduct and makes a Report is called the Complainant.
- 10.3 An individual can submit a Report to the GCA and pursue other processes external to the GCA, including reporting to the police, Equal Opportunity Commission or the Australian Human Rights Commission.
- 10.4 If the GCA commences an investigation and an external process is also being pursued, the GCA may continue or suspend its investigation (after consultation with the Complainant).
- 10.5 All Reports are received by the Director, Human Resources. This includes anonymous reports.
- 10.6 A Report to the GCA does not normally result in a report to the police, although in exceptional circumstances, where required by law or where there is a risk of significant harm to anyone's health or safety, the GCA may have to notify third parties, such as the police. If such action is taken, the GCA will notify the Complainant and will ensure that appropriate support services are made available to that individual.
- 10.7 Any Report received will be assessed to check a number of matters including:
- any safety or other risks associated with the Report and any investigation arising from it;
 - where the Report was not made by the individual directly affected, that they are advised of the Report and are able to talk about the Report and the anticipated process that the GCA will take to consider it;
 - that there is sufficient information to proceed;
 - that where Reported by the individual directly affected, the individual understands the complaint process and possible implications for them, before making a Report;
 - the appropriateness of having the complaint investigated only under the Complaint Policy, or if there are allegations that need to be investigated under the GCA's applicable discipline process;
 - Human Resources will be notified of any Report in which an Employee is either the complainant or respondent. Reports involving only Employees will be managed by Human Resources, including any investigation or disciplinary process. Reports involving both an Employee and a Student will be managed by both Human Resources and the SASH Task Force.
- 10.8 Anonymous and third party reports



- 10.8.1 Anonymous Reports or Reports of Sexual Misconduct made by a third party (someone other than the individual who was directly subjected to the Sexual Misconduct) can also be submitted to the Director, Human Resources.
- 10.8.2 The GCA may be unable to proceed with an Investigation involving anonymous or third party allegations due to a lack of evidence from the individual who was directly subjected to the Sexual Misconduct, or where proceeding would not allow for procedural fairness.
- 10.8.3 The Director, Human Resources may take other steps, including an approach via the third party to see if the individual affected would consider making a Report.
- 10.8.4 Where other sufficient evidence exists and where procedural fairness could be met, the GCA may decide to proceed with an investigation. In such cases, the individual who was directly subjected to the Sexual Misconduct has the right to be advised of the investigation and not participate.
- 10.8.5 If the GCA is unable to proceed with an investigation involving anonymous or third party allegations, the Report will be retained by the Complaint Resolution Unit. It will be kept strictly confidential, and access to it will be limited.

10.9 Conflict of Interest

- 10.9.1 A perception of a conflict of interest may be seen to exist where it would be likely that an individual might reasonably fear that a more senior staff member managing a Report might be influenced by factors other than employment management considerations.
- 10.9.2 The same reasoning applies to an employee with teaching or academic supervision responsibilities where factors other than proper academic management considerations might also create a perception of bias in the mind of a student. While a conflict of interest must always be acknowledged, depending on the circumstances, it may not always be necessary to act upon such a conflict. However, if there is any doubt, advice must be sought from Human Resources.

11. Investigating reports - complaint and discipline procedures

- 11.1 A Report may be investigated as a complaint and/or a discipline process. At any point in considering a Report where it is determined that there is sufficient evidence, or where the matter is serious, the matter can be referred directly into the relevant disciplinary process:

11.2 Investigating Reports - complaint procedures:

- 11.2.1 Where a Report indicates a matter that can be resolved informally or where there is insufficient evidence for referral to a discipline process, the Report will be considered under GCA policies or under the grievance procedures in the relevant Higher Education Industry – General Staff Award 2010 (including all amendments up to 20 June 2019), or the Higher Education Industry – Academic Staff Award 2010.
- 11.2.2 These complaint/grievance processes allow for informal resolution of matters and an investigation of a complaint matter where needed.



- 11.2.3 These steps should establish whether resolution of the matter can be achieved in a just, prompt and confidential manner at the local level.
- 11.2.4 Care should be taken not to pre-judge either party or to dismiss a matter as trivial. A range of strategies can be used in resolving the complaint whilst ensuring that principles of procedural fairness are observed.
- 11.2.5 The Director, Human Resources will appoint a Case Manager for each complaint made.
- 11.2.6 For the purposes of these procedures, an Employee responding to a complaint or allegation(s) of Sexual Misconduct is referred to as employee respondent and a Student responding to a complaint or allegation(s) of Sexual Misconduct is referred to as student respondent.
- 11.2.7 During either the informal or formal steps, a complaint investigation can meet the requirements of the initial inquiry stage of a discipline process. If disciplinary action is required, the matter should be referred to Employee Relations in the case of an employee, or to the Complaint Resolution Unit in the case of a student, so that the matter can be dealt with under the appropriate regulations. However, even if the matter can be resolved at a local level, it may be important to utilise support from other areas of expertise in order to manage the situation effectively and also for reporting purposes.
- 11.2.8 Where no matters are substantiated or identified as requiring consideration under the relevant discipline procedures, a complaint will be found not justified and closed. This decision can be appealed (procedures clause 12).

11.3 Initial (preliminary) inquiry

- 11.3.1 Where the GCA determines that a matter(s) arising from a Report may require disciplinary action, it should be referred to the Director, Human Resources whom will also take into account:
 - for students - the associated Policies for student conduct and discipline;
 - for professional employees - Higher Education Industry – General Staff - Award 2010;
 - for academic staff - Higher Education Industry—Academic Staff—Award 2010;
- 11.3.2 This decision can be made on receipt of a report or during the complaint resolution process.
- 11.3.3 Where the immediate Manager/Supervisor of an employee respondent is not the appropriate case manager by virtue of conflict of interest, because they are not an Employee or it is otherwise unsuitable, an alternative individual will be appointed to conduct the preliminary enquiry. This alternative individual shall be determined by the Director or Human Resources.
- 11.3.4 Where an initial inquiry determines that an allegation does not meet the required standard of proof, no further action will be taken.
- 11.3.5 Where an initial inquiry determines that an allegation is of sufficient substance the GCA will investigate under the relevant discipline procedure.



11.4 Investigation

- 11.4.1 All parties to an investigation will be afforded procedural fairness and have the right to have a support individual with them.
- 11.4.2 The Director, Human Resources will investigate, or cause to be investigated, an allegation of Sexual Misconduct and may refer for an investigation to an external investigator.
- 11.4.3 Director of Human Resource will consider and determine the suspension of an employee respondent during an investigation or termination. These decisions will be made in accordance with the relevant Higher Education Industry – General Staff Award 2010 (including all amendments up to 20 June 2019), or for academic staff Higher Education Industry—Academic Staff—Award 2010;
- 11.4.4 Director, Human Resources will consider if a student respondent should be suspended during an investigation and any determination of exclusion or expulsion will be made in accordance with the policies for student conduct and discipline.

12. Appealing GCA decisions

- 12.1 A **complainant** who is unhappy with a GCA decision under the complaint/grievance procedures may further appeal in accordance with GCA policies, or the relevant industrial award such as Higher Education Industry – General Staff - Award 2010 (including all amendments up to 20 June 2019), or Higher Education Industry—Academic Staff—Award 2010 incorporates all amendments up to and including 20 June 2019 (PR707416). External third-party appeal mechanisms are also available.
- 12.2 A **respondent** who is unhappy with a GCA decision regarding an allegation of Sexual Misconduct may appeal in accordance with GCA policies, or the relevant industrial award such as Higher Education Industry – General Staff - Award 2010 (including all amendments up to 20 June 2019), or Higher Education Industry—Academic Staff—Award 2010 incorporates all amendments up to and including 20 June 2019 (PR707416). External third-party appeal mechanisms are also available.

Contact position:

Director, Human Resources: hrm@GCA@edu.au



SCHEDULE 1

Emergency contacts:

- (1) In an emergency, students should contact emergency services by dialling triple zero (000).
- (2) Counselling and medical services are available for anyone who has been sexually assaulted.
- (3) Student Services can arrange transport to Royal Prince Alfred Hospital or St Vincent's Hospital, where possible.

Students and former students who have experienced sexual assault can contact:

- NSW Rape Crisis Service on 1800 424 017, 24 hours a day;
- 1800RESPECT on 1800 737 732 or online via www.1800respect.org.au, 24 hours a day;
- Royal Prince Alfred (RPA) Hospital Sexual Assault Service on 9515 9040 (Monday to Friday) or 9515 6111 (after hours).

Additional Support Services NSW

Deaf Society NSW

Telephone: (02) 9893 8555
 Email: deafsoc@tiq.com.au
www.deafsocietynsw.org.au

DoCS Domestic Violence Line

Telephone: 1800 656 463
 TTY: 1800 671 442
http://www.community.nsw.gov.au/parents_carers_and_families/domestic_and_family_violence/dv_line.html

Family Planning NSW

FPA Healthline: 1300 658 886
<http://www.fpnsw.org.au/index.html>

Gay and Lesbian Counselling Service

Counselling available 5.30pm-9:30pm
 General: (02) 8594 9596 Freecall 1800 184 527
 Lesbian Only: (02) 8594 9595 Freecall 1800 144 527
http://www.glcsnsw.org.au/index.php?option=com_content&view=frontpage&Itemid=197

Intellectual Disability Rights Service

Telephone: (02) 9318 0144
 Email: info@idrs.org.au
<http://www.idrs.org.au/>

Kids Helpline

Telephone: (07) 3369 1588
 Email: admin@kidshelp.com.au
<http://www.kidshelp.com.au/>



Sex & Ethics Research and Violence Prevention Program

<http://www.sexandethics.net/>

The Clinic for Traumatic Stress

Telephone: (02) 9845 7979 or (02) 9845 6904

Email: traumaticstressclinic@brain-dynamics.net

<http://www.traumaticstressclinic.com/>

Translating and Interpreting Service

Department of Immigration and Multicultural and Indigenous Affairs

Telephone: 131 450 (24 hours / 7 days)

http://www.immi.gov.au/living-in-australia/help-with-english/help_with_translating/

Victims Services

NSW Government, Attorney General's Department Victims Services

Victims Access Line - Sydney: (02) 8688 5511

Victims Access Line - Freecall: 1800 633 063

Aboriginal Contact Line: 1800 019 123

Email: vs@agd.nsw.gov.au

<http://www.lawlink.nsw.gov.au/vs>

http://www.sexualassault.nsw.gov.au/VOSA/sexual_assault.html

Women's Domestic Violence Court Advocacy Program

The Women's Domestic Violence Court Advocacy Services (WDVCASs) provide court support, advocacy, referrals and information. Some WDVCAS have specialist workers to help Aboriginal women, or women from culturally and linguistically diverse backgrounds

Telephone: 1300 888 529

Youth Hotline: 1800 10 18 10

<http://www.legalaid.nsw.gov.au/what-we-do/community-partnerships/womens-domestic-violence-court-advocacy-program>

Women's Health NSW

Telephone: (02) 9560 0866

Email: info@whnsw.asn.au

<http://www.whnsw.asn.au/>

Women's Refuge Resource Centre NSW

Telephone: (02) 9698 9777

Email: wrrc@bigpond.com

<http://www.wrrc.org.au/>

Women with Disabilities Australia (WWDA)

Telephone: (03) 6244 8288

Email: wwda@ozemail.com.au

<http://www.wwda.org.au/>

**Document Change Control**

Version	Change Description	Date	Author
V1	Creation of the policy	July 2019	Dr Stephen Treloar
V2	Input in GCA policy format	July 2019	Pam Kewkhuntod

ATTACHMENT 21



GCA Sexual Assault Policy

Approved by: GCA Executive	Date Approved: 9 th August, 2019
First Approved by: GCA Executive	Date First Approved: 9 th August, 2019
Current Version: V.2	Date of Next Review: 1 July 2020

Context

This policy expresses the behaviour expected of GCA Community regarding any matter of Sexual Assault.

Rationale

The purpose of this policy is to manage any incidences of Sexual Misconduct, including Sexual Assault at GCA and to contribute to maintaining a campus culture of inclusivity and respect; upholding the rights of Employees and Students to fair treatment.

Legislative Context

- Anti-Discrimination Act 1977 (NSW)
- Crimes Act 1900 (NSW)
- Fair Work Act 2009 (Cth)
- Higher Education Support Act (Cth)
- Privacy and Personal Protection Information Act 1988 (NSW)
- Sex Discrimination Act 1984 (Cth)
- State Records Act 1988 (NSW)

Related Documents

- Education Services for Overseas Students Act 2000 (Cth)
- GCA Policy and Procedures Manual (as amended)
- Higher Education Industry – General Staff Award 2010 (including all amendments up to 20 June 2019). Higher Education Industry—Academic Staff—Award 2010
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (Cth)



Definitions

Case Manager means an individual appointed by GCA to manage through the various stages of a complaint, investigation and recommendation until conclusion.

Complainant means an individual raising an issue, providing a notification or making a complaint about a matter that they wish GCA to consider and for which specific outcome/s or resolution/s are explicitly or implicitly expected.

Duty of Care requires all Employees and Students to take reasonable care in view of reasonably foreseeable circumstances that may arise. Safety of Employees, Students and visitors on campus is the first priority in any situation.

Employee means an individual employed by GCA under an Enterprise Agreement or a common law employment contract.

GCA Community means all people who use GCA's campuses or facilities for work, study or other authorised activity, and GCA's campuses and facilities.

GCA means GCA of Australia.

Respondent means a Students or Employee against whom claims relating to Sexual Harassment and Sexual Violence are made.

SASH means a dedicated Task Force established as a stand-alone entity to regularly meet and review all matters relating to Sexual Assault, and Sexual Harassment.

Student means an individual enrolled in a degree, diploma or certificate course of GCA, or an individual enrolled on a non-award basis, or through GCA Extension as a continuing education student, in units offered within degree, diploma or certificate courses of GCA.

Supervisor/Manager means an individual who is responsible for supervision of the Employee or Student.

Vexatious Complaint means one that is made or pursued without reasonable grounds or made to harass or annoy, to cause delay or detriment, or for any other wrongful purpose.

Policy

1. Sexual Misconduct

1.1 GCA understands Sexual Misconduct includes instances of:

- Sexual Harassment ("SH")
- Sexual Assault ("SA")

1.2 Sexual Assault and Sexual Violence

GCA understands Sexual Violence to be instances of:

- Sexual Assault;
- Sexual Threat



Group Colleges Australia

- 1.2.1 GCA understands that Sexual Violence involving a physically violent and/or coercive component, or threats of physical violence, such as physical molestation or assault, may constitute a criminal offence. Any individual who is subjected to such incidents should seek advice and support concerning reporting the matter to the police and/or the NSW Rape Crisis Centre. GCA has a separate policy on Sexual Harassment.
- 1.2.2 GCA understands that Sexual Violence may be perpetrated or experienced by people of any sexual orientation or gender identity.
- 1.2.3 GCA understands that Sexual Violence may be a single incident or a persistent pattern of unwelcome behaviour.
- 1.2.4 Unwanted sexual touching and incidents that occurred before the age of 16 are not included; GCA considers this Sexual Abuse and mandatory reporting to police conditions apply.

1.3 Sexual Assault

GCA understands Sexual Assault to be unwanted sexual acts or behaviours which an individual did not consent to, or was not able to consent to, through the use of physical force, intimidation or coercion, including but not limited to:

- aggravated sexual assault (sexual assault with a weapon);
- attempted rape;
- indecent assault;
- penetration by objects and forced sexual activity that did not end in penetration;
- rape (sexual penetration without consent).

1.4 Sexual Threat

- 1.4.1 GCA understands Sexual Threat to be an act of a sexual nature carried out against an individual's will through the use of physical force, intimidation or coercion made face-to-face.

1.5 Sexual Abuse

- 1.5.1 GCA understands Sexual Abuse to be Sexual Harassment and/or Sexual Violence and/or any other sexual activity involving a child (under the age of 16), beyond their understanding or contrary to currently accepted community standards. These matters shall be reported to the police and be a mandatory reporting matter.

2. Scope

2.1 Legislative Controls

- 2.1.1 A SASH Task Force, shall be formed and meet on a quarterly basis to oversee the interests and responsibilities of GCA in regards to all matters relating to the management of all sexual assault, and sexual harassment matters. Membership shall be led by the Director, Human Resources with the committee also comprising the Executive Dean, and Provost. The SASH Task Force



shall report to the Executive Management Committee whom shall table and review each SASH Task Force report and Minutes.

- 2.1.2 GCA understands that, under the Commonwealth *Equal Opportunity Act (1999)*, the Commonwealth *Sex Discrimination Act (1984)*; the *Anti-Discrimination Act 1977* (NSW), and the *Fair Work Act 2009*, that Sexual Misconduct in employment, education, accommodation and in the provision of goods services and facilities is unlawful.
- 2.1.3 GCA understands that under the *Workplace Health & Safety Act 2011* (NSW), including the *Workplace Health & Safety Act Regulations 2017* an employer is required to take remedial and preventative action, including disclosure of necessary information, in response to allegations of Sexual Misconduct, including but not limited to where:
- there is a threat of physical harm or danger to an individual;
 - GCA's Duty of Care to Employees or Students may be compromised if no action is taken;
 - there is an activity considered serious misconduct under the *Crime Commission Act 1991* (NSW) that GCA is obliged to report.
- 2.1.4 GCA has both legal obligations and a Duty of Care to all its Employees and Students which may take precedence over the desire of a Complainant for confidentiality. Duty of Care considerations will include an assessment of the safety of people involved in the matter, and may require Employee relocation or adjustment of duties and reporting lines, or GCA timetable, while the matter is addressed.

2.2 Institutional Scope

- 2.2.1 The scope of this policy extends to all GCA Community premises and includes but is not limited to GCA:
- campuses;
 - sporting and recreational clubs and facilities to the extent that they fall within GCA Community
 - managed digital environments;
 - activities and situations related to GCA business that are not conducted on GCA premises, including but not limited to:
 - field trips
 - conferences
 - students camps
 - inter-GCA events
 - parties and other social functions.

2.3 Sexual Misconduct on a Premises Outside of GCA Community

- 2.3.1 GCA understands that a member of GCA Community may, while performing duties as an Employee, as a Student or as any other individual while undertaking official duties for GCA, experience Sexual Misconduct on premises outside of GCA Community. GCA will liaise with the responsible authority to ensure proper procedures will be followed and will continue to provide support services.
- 2.3.2 GCA understands that Sexual Misconduct conducted on a digital environment not managed by GCA will also be subject to this policy.



2.4 Individual Scope

2.4.1 The scope of this policy extends to all members of GCA Community, including but not limited to:

- GCA's professional staff;
- GCA's academic staff;
- GCA's students;
- persons not employed by GCA that undertake official duties for GCA.

2.5 Sexual Misconduct by an Individual Outside of GCA Community

2.5.1 GCA understands that a member of GCA Community may, while performing duties as an Employee, as a Student or any other individual while undertaking official duties for GCA, experience Sexual Misconduct by an individual outside of GCA Community. In such circumstances, GCA will liaise with the responsible authority to ensure proper procedures will be followed and will continue to provide support services.

2.5.2 The scope of this policy extends to all individuals of GCA Community performing duties as an Employee, as a Student or any other individual while undertaking official duties for GCA while performing those duties on premises outside of GCA Community.

3. Intent to Commit Sexual Misconduct

- 3.1 GCA, in accordance with the *Equal Opportunity Act 1999 (Cth)*, considers behaviour to be Sexual Misconduct if an individual harassed is, or has reasonable grounds for believing that rejection, refusal or objection to a request, advance or other conduct will disadvantage them in any way related to their working, studying or living environment. Disadvantage here also includes psychological and emotional distress affecting that individual's ability to pursue their usual work, study or individual activities.
- 3.2 GCA will not consider the intention of a Respondent in determining if Sexual Misconduct has occurred.
- 3.3 GCA will consider the perception of a recipient (the Complainant) of conduct by a Respondent in determining whether Sexual Misconduct has occurred.
- 3.4 GCA does not consider it necessary for the Complainant to have told a Respondent that their behaviour was unwelcome for the behaviour to constitute Sexual Misconduct.

4. Employee and Student Rights and Responsibilities

- 4.1 GCA understands that all Employees and Students have a right to participate in an environment free from Sexual Misconduct. GCA expects all Employees and Students to prevent Sexual Misconduct and contribute to maintaining a campus culture of inclusivity and respect, and to uphold the rights of Employees and Students to fair treatment.
- 4.2 GCA expects all Employees and Students to comply with the *Equal Opportunity for Women in the Workplace Act 1999 (Cth)*; *Commonwealth Sex Discrimination Act 1984*, and *Fair Work Act 2009*, and all other relevant legislation.



4.3 Vexatious Complaints

If the complaint is found to be vexatious, GCA may take action against the complainant employee under GCA's misconduct procedures contained within the Higher Education Industry – General Staff Award 2010 (including all amendments up to 20 June 2019), or other relevant Award, as appropriate.

4.4 Conflict of Interest

4.4.1 No individual should be placed in a situation where there is real or perceived conflict of interest. If a complainant or respondent believes that a real or perceived conflict of interest exists when a matter involving them is to be investigated, they can ask for an alternative case manager to be appointed.

4.4.2 A conflict of interest includes any circumstance, whether actual or perceived, arising from conflict between the performance of public duty and private or individual interests. All parties involved in the preliminary inquiry into and possible resolution of complaints of sexual harassment will ensure:

- they have no conflict of interest or bias in relation to any party to the complaint;
- there is no perception by the parties that a conflict of interest exists;
- they adhere to GCA's Code of Ethics and Code of Conduct;
- Individuals who have concerns about perceptions of possible conflict of interest or partiality should exclude themselves from the process, refer their complaint to their Manager, or seek advice from within Human Resources.

5. Supervisors and Managers

5.1 GCA expects that Supervisors/Managers take appropriate action using the procedures associated with this policy when they become aware of instances of possible Sexual Misconduct, even without a complaint being lodged.

5.2 GCA expects Supervisors/Managers to manage Sexual Misconduct appropriately and contribute to maintaining a campus culture of inclusivity and respect, and to uphold the rights of Employees and Students to fair treatment by:

- making sure Employees and Students are familiar with this policy
- modelling exemplary behaviour in this regard themselves
- ensuring that Employees and Students are aware of GCA's Code of Ethics and Code of Conduct
- making known names and locations of Employees, who are able to provide preliminary advice and assistance
- taking early action when they become aware of instances of possible Sexual Misconduct, even without a complaint being lodged
- following up promptly when a Sexual Misconduct matter is raised.

6. Breach of Policy

6.1 Failure to comply with this policy by a member of GCA Community may be considered a breach of the Code of Ethics and Code of Conduct and may result in disciplinary action.



Procedures

7. Seeking Support

Someone who has experienced Sexual Misconduct can seek support from a range of people across campus and external to GCA, however, matters of sexual assault should be referred directly to the police.

7.1 On Campus:

- 7.1.1 Employees and Students
hrm@gca.edu.au for issues of safety on campus, or speak to Student Services on a private and confidential basis.

7.2 External:

Refer Schedule 1 of this policy.

8. Disclosures and Reports

- 8.1 An Employee or Student who has been subject to a sexual assault should make contact with the police, and the NSW Rape Crisis Centre.

9. Making a Disclosure

- 9.1 Disclosures are made to the Disclosure Officer. Appointments can be made by email disclosure@GCA.edu.au
- 9.2 No information about the Sexual Misconduct is required in the email; just a statement that the individual wishes to make a Disclosure, their full name, and their student/employee ID.
- 9.3 A support individual such as a friend, family member, colleague or Student Assist Officer can attend a meeting and where unable to come onto campus, the Disclosure Officer will negotiate an alternative method of contact.
- 9.4 A Disclosure does not have to relate to a current or recent matter, and does not have to involve a member of GCA Community.
- 9.5 Where Sexual Misconduct is first raised with another Employee, that Employee will support a referral to the Disclosure Officer.
- 9.6 The Disclosure Officer will:
- advise on support services both on campus and external to GCA
 - discuss support that may be available including:
 - safety planning and implementing safety measures
 - temporary work reassignment, location reassignment, or scheduling changes
 - retain a summary of the Disclosure without any individual identification for GCA reporting process.
 - create a confidential file where accommodations are sought to retain a record. These records are not stored in a student or employee file.



- make appropriate support services available to members of GCA Community on the basis of a Disclosure, regardless of whether there is a Report; a report to the police; or a report to a support agency such as the NSW Rape Crisis Centre.
- 9.7 In seeking accommodations, the Disclosure Officer needs to identify the individual for whom they are being sought, but does not need to provide any details about the Disclosure.
- 9.8 To the greatest extent possible, GCA will respect an individual's choice to not make a Report and will keep the Disclosure confidential. In exceptional circumstances, where required by law or where there is a risk of significant harm to that individual's health and safety or another individual's health or safety, and at the sole discretion of the Disclosure Officer, GCA may do one or both of the following:
- refer the matter to the Director, Human Resources as a Report in which case the individual who Disclosed has the right not to participate in any subsequent Investigation;
 - notify third parties, such as the police or child protection authorities.
- 9.9 If GCA takes any action under clause 9.8, the Disclosure Officer will notify the individual who made the Disclosure and will ensure that appropriate support services are made available to them.

10. Making a Report

- 10.1 Anyone directly subjected to Sexual Misconduct, including an individual who is not a member of GCA Community, can make a Report against a member of GCA Community. Reports can be made by:
- emailing to the Director, Human Resources (hrm@gca.edu.au)
 - submitting a Report online (through the Complaint Submission Form)
 - making an anonymous Report (noting action may be limited)
 - making an appointment with the Director, Human Resources
- 10.2 Anyone directly subjected to Sexual Misconduct, including an individual who is not a member of GCA Community, can make a Report against a member of GCA Community. An individual who is subjected to Sexual Misconduct and makes a Report is called the Complainant.
- 10.3 An individual can submit a Report to GCA and pursue other processes external to GCA, Including reporting to the police, Equal Opportunity Commission or the Australian Human Rights Commission.
- 10.4 If GCA commences an investigation and an external process is also being pursued, GCA may continue or suspend its investigation (after consultation with the Complainant).
- 10.5 All Reports are received by the Director, Human Resources. This includes anonymous reports.
- 10.6 A Report to GCA does not normally result in a report to the police, although in exceptional circumstances, where required by law or where there is a risk of significant harm to anyone's health or safety, GCA may have to notify third parties, such as the police. If such action is



taken, GCA will notify the Complainant and will ensure that appropriate support services are made available to that individual.

10.7 Any Report received will be assessed to check a number of matters including:

- any safety or other risks associated with the Report and any investigation arising from it;
- where the Report was not made by the individual directly affected, that they are advised of the Report and are able to talk about the Report and the anticipated process that GCA will take to consider it;
- that there is sufficient information to proceed;
- that where Reported by the individual directly affected, the individual understands the complaint process and possible implications for them, before making a Report;
- the appropriateness of having the complaint investigated only under the Complaint Policy, or if there are allegations that need to be investigated under GCA's applicable discipline process;
- Human Resources will be notified of any Report in which an Employee is either the complainant or respondent. Reports involving only Employees will be managed by Human Resources, including any investigation or disciplinary process. Reports involving both an Employee and a Student will be managed by both Human Resources and the SASH Task Force.

10.8 Anonymous and third party reports

- 10.8.1 Anonymous Reports or Reports of Sexual Misconduct made by a third party (someone other than the individual who was directly subjected to the Sexual Misconduct) can also be submitted to the Director, Human Resources.
- 10.8.2 GCA may be unable to proceed with an Investigation involving anonymous or third party allegations due to a lack of evidence from the individual who was directly subjected to the Sexual Misconduct, or where proceeding would not allow for procedural fairness.
- 10.8.3 The Director, Human Resources may take other steps, including an approach via the third party to see if the individual affected would consider making a Report.
- 10.8.4 Where other sufficient evidence exists and where procedural fairness could be met, GCA may decide to proceed with an investigation. In such cases, the individual who was directly subjected to the Sexual Misconduct has the right to be advised of the investigation and not participate.
- 10.8.5 If GCA is unable to proceed with an investigation involving anonymous or third party allegations, the Report will be retained by the Director, Human Resources. It will be kept strictly confidential, and access to it will be limited.

10.9 Conflict of Interest

- 10.9.1 A perception of a conflict of interest may be seen to exist where it would be likely that an individual might reasonably fear that a more senior staff member managing a Report might be influenced by factors other than employment management considerations.



- 10.9.2 The same reasoning applies to an employee with teaching or academic supervision responsibilities where factors other than proper academic management considerations might also create a perception of bias in the mind of a student. While a conflict of interest must always be acknowledged, depending on the circumstances, it may not always be necessary to act upon such a conflict. However, if there is any doubt, advice must be sought from Human Resources (Employees) or the Director, Human Resources.

11. Investigating reports - complaint and discipline procedures

- 11.1 A Report may be investigated as a complaint and/or a discipline process. At any point in considering a Report where it is determined that there is sufficient evidence, or where the matter is serious, the matter can be referred directly into the relevant disciplinary process:
- for students - the associated Policies for student conduct and discipline;
 - for employees - the relevant Higher Education Industry – General Staff Award 2010 (including all amendments up to 20 June 2019), or other relevant award.
- 11.2 Investigating Reports - complaint procedures
- 11.2.1 Where a Report indicates a matter that can be resolved informally or where there is insufficient evidence for referral to a discipline process, the Report will be considered under GCA Policy on: Student Complaint Resolution, or under the grievance procedures in the relevant Higher Education Industry – General Staff Award 2010 (including all amendments up to 20 June 2019), or other relevant award.
- 11.2.2 These complaint/grievance processes allow for informal resolution of matters and an investigation of a complaint matter where needed.
- 11.2.3 These steps should establish whether resolution of the matter can be achieved in a just, prompt and confidential manner at the local level.
- 11.2.4 Care should be taken not to pre-judge either party or to dismiss a matter as trivial. A range of strategies can be used in resolving the complaint whilst ensuring that principles of procedural fairness are observed.
- 11.2.5 The Director, Human Resources will appoint a Case Manager for each complaint made.
- 11.2.6 For the purposes of these procedures, an Employee responding to a complaint or allegation(s) of Sexual Misconduct is referred to as employee respondent and a Student responding to a complaint or allegation(s) of Sexual Misconduct is referred to as student respondent.
- 11.2.7 During either the informal or formal steps, a complaint investigation can meet the requirements of the initial inquiry stage of a discipline process. If disciplinary action is required, the matter should be referred to Director, Human Resources.
- 11.2.8 Where no matters are substantiated or identified as requiring consideration under the relevant discipline procedures, a complaint will be found not justified and closed. This decision can be appealed (procedures clause 12).



11.3 Initial (preliminary) inquiry

- 11.3.1 Where the GCA determines that a matter(s) arising from a Report may require disciplinary action, it should be referred to the Director, Human Resources whom will also take into account:
- for students - the associated Policies for student conduct and discipline;
 - for professional employees - **Higher Education Industry – General Staff - Award 2010;**
 - for academic staff - **Higher Education Industry—Academic Staff—Award 2010;**
- 11.3.2 This decision can be made on receipt of a report or during the complaint resolution process.
- 11.3.3 Where the immediate Manager/Supervisor of an employee respondent is not the appropriate case manager by virtue of conflict of interest, because they are not an Employee or it is otherwise unsuitable, an alternative individual will be appointed to conduct the preliminary enquiry. This alternative individual shall be determined by the Director or Human Resources.
- 11.3.4 Where an initial inquiry determines that an allegation does not meet the required standard of proof, no further action will be taken.
- 11.3.5 Where an initial inquiry determines that an allegation is of sufficient substance GCA will investigate under the relevant discipline procedure.

11.4 Investigation

- 11.4.1 All parties to an investigation will be afforded procedural fairness and have the right to have a support individual with them.
- 11.4.2 The Director, Human Resources will investigate, or cause to be investigated, an allegation of Sexual Misconduct. Where the respondent is an employee, this will be referred to Employee Relations. Where the respondent is a student, the investigation will be undertaken by the Director, Human Resources. Both areas responsible for an investigation may appoint an external investigator.
- 11.4.3 The Executive Dean and/or Director of Human Resources will consider and determine the suspension of an employee respondent during an investigation or termination. These decisions will be made in accordance with the relevant Higher Education Industry – General Staff Award 2010 (including all amendments up to 20 June 2019), or other relevant Award.
- 11.4.4 The Executive Dean and/or Director of Human Resources will consider if a student respondent should be suspended during an investigation and any determination of exclusion or expulsion will be made in accordance with the policies for student conduct and discipline.

12. Appealing GCA decisions

- 12.1 A **complainant** who is unhappy with a GCA decision under the complaint/grievance procedures may further appeal in accordance with GCA policies, or the relevant industrial award such as Higher Education Industry – General Staff - Award 2010 (including all



amendments up to 20 June 2019), or Higher Education Industry—Academic Staff—Award 2010 incorporates all amendments up to and including 20 June 2019 (PR707416). External third-party appeal mechanisms are also available.

- 12.2 A **respondent** who is unhappy with a GCA decision regarding an allegation of Sexual Misconduct may appeal in accordance with GCA policies, or the relevant industrial award such as Higher Education Industry – General Staff - Award 2010 (including all amendments up to 20 June 2019), or Higher Education Industry—Academic Staff—Award 2010 incorporates all amendments up to and including 20 June 2019 (PR707416). External third-party appeal mechanisms are also available.

Contact position:

For Staff: Manager, Human Resources: hrm@gca.edu.au

For Students: Manager, Student Wellbeing: hrm@gca.edu.au



SCHEDULE 1

Emergency contacts:

- (1) In an emergency, students should contact emergency services by dialling triple zero (000).
- (2) Counselling and medical services are available for anyone who has been sexually assaulted.
- (3) Student Services can arrange transport to Royal Prince Alfred Hospital or St Vincent's Hospital, where possible.

Students and former students who have experienced sexual assault can contact:

- NSW Rape Crisis Service on 1800 424 017, 24 hours a day;
- 1800RESPECT on 1800 737 732 or online via www.1800respect.org.au, 24 hours a day;
- Royal Prince Alfred (RPA) Hospital Sexual Assault Service on 9515 9040 (Monday to Friday) or 9515 6111 (after hours).

Additional Support Services NSW

Deaf Society NSW

Telephone: (02) 9893 8555
Email: deafsoc@tig.com.au
www.deafsocietynsw.org.au

DoCS Domestic Violence Line

Telephone: 1800 656 463
TTY: 1800 671 442
http://www.community.nsw.gov.au/parents_carers_and_families/domestic_and_family_violence/dv_line.html

Family Planning NSW

FPA Healthline: 1300 658 886
<http://www.fpnsw.org.au/index.html>

Gay and Lesbian Counselling Service

Counselling available 5.30pm-9:30pm
General: (02) 8594 9596 Freecall 1800 184 527
Lesbian Only: (02) 8594 9595 Freecall 1800 144 527
http://www.glcsnsw.org.au/index.php?option=com_content&view=frontpage&Itemid=197

Intellectual Disability Rights Service

Telephone: (02) 9318 0144
Email: info@idrs.org.au
<http://www.idrs.org.au/>

Kids Helpline

Telephone: (07) 3369 1588
Email: admin@kidshelp.com.au
<http://www.kidshelp.com.au/>



Sex & Ethics Research and Violence Prevention Program

<http://www.sexandethics.net/>

The Clinic for Traumatic Stress

Telephone: (02) 9845 7979 or (02) 9845 6904

Email: traumaticstressclinic@brain-dynamics.net

<http://www.traumaticstressclinic.com/>

Translating and Interpreting Service

Department of Immigration and Multicultural and Indigenous Affairs

Telephone: 131 450 (24 hours / 7 days)

http://www.immi.gov.au/living-in-australia/help-with-english/help_with_translating/

Victims Services

NSW Government, Attorney General's Department Victims Services

Victims Access Line - Sydney: (02) 8688 5511

Victims Access Line - Freecall: 1800 633 063

Aboriginal Contact Line: 1800 019 123

Email: vs@agd.nsw.gov.au

<http://www.lawlink.nsw.gov.au/vs>

http://www.sexualassault.nsw.gov.au/VOSA/sexual_assault.html

Women's Domestic Violence Court Advocacy Program

The Women's Domestic Violence Court Advocacy Services (WDVCASs) provide court support, advocacy, referrals and information. Some WDVCAS have specialist workers to help Aboriginal women, or women from culturally and linguistically diverse backgrounds

Telephone: 1300 888 529

Youth Hotline: 1800 10 18 10

<http://www.legalaid.nsw.gov.au/what-we-do/community-partnerships/womens-domestic-violence-court-advocacy-program>

Women's Health NSW

Telephone: (02) 9560 0866

Email: info@whnsw.asn.au

<http://www.whnsw.asn.au/>

Women's Refuge Resource Centre NSW

Telephone: (02) 9698 9777

Email: wrrc@bigpond.com

<http://www.wrrc.org.au/>

Women with Disabilities Australia (WWDA)

Telephone: (03) 6244 8288

Email: wwda@ozemail.com.au

<http://www.wwda.org.au/>

**Document Change Control**

Version	Change Description	Date	Author
V1	Creation of the policy	15 July 2019	Dr. Stephen Treloar
V2	Input in GCA policy format	15 July 2019	Pam Kewkhuntod

ATTACHMENT 22



GCA Group of Companies Work, Health and Safety (WHS) Policies and Procedures



These policies and procedures manual have been developed to assist staff during the course of their work. It outlines common GCA WHS policies and procedures. GCA reserves the right to change any of these policies and procedures at any time with endorsement of the WHS Committee. Changes and omissions are expected.

Version 1.3

December 2016

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PART A: WORK HEALTH AND SAFETY (WHS) ARRANGEMENTS

1. Purpose

The purpose of this Plan is to establish and maintain an effective health and safety management system. Group Colleges Australia (GCA) is committed to implementing a structured approach to workplace health and safety in order to achieve a consistently high standard of safety performance. This Plan will assist GCA in meeting its obligations in accordance with work health and safety legislation. This Plan applies to all GCA officers and workers and to other persons at risk from work carried out at GCA workplaces. Failure to comply with the requirements of this Plan may lead to disciplinary action.

2. Work Health and Safety (WHS) Policy

The Statement of Commitment and the Implementation of Policy Commitment provide the overarching direction GCA will follow in pursuit of workplace health and safety outcomes. These commitments are;

2.1 Statement of Commitment

GCA is committed to providing a workplace that enables all work activities to be carried out safely. We will take all reasonably practicable measures to eliminate or minimise risks to the health, safety and welfare of workers, contractors, visitors, and anyone else who may be affected by our operations. We are committed to ensuring we comply with the Work Health and Safety Act 2011. We will also comply with any other relevant legislation, applicable Codes of Practice and Australian Standards as far as possible.

This WHS Management Plan and GCA's WHS Policies and Procedures set out the safety arrangements and principles which are to be observed by and its workers to ensure compliance with the WHS Act and to provide appropriate mechanisms for continuing consultation and management of WHS matters.

2.2 Implementation of Policy Commitment

GCA is committed to ensuring, so far as is reasonably practicable, the health and safety of its workers (employees, contractors, labour hire workers, outworkers, apprentices, students or volunteers) while they are at work, and that the health and safety of other persons (e.g. visitors) is not put at risk from our operations. This will be achieved by:

- providing and maintaining a healthy and safe work environment through the implementation of safe work practices, safe systems of work and the provision of safe plant and equipment;
- ensuring that workplaces under the control of GCA are safe, without risk to health, and have safe means of access and egress;
- routinely consulting in order to maintain effective and co-operative relationships between GCA and its workers, and with other duty holders, on health and safety matters in the workplace; and
- Reviewing, through appropriate mechanisms, the effectiveness of the safety measures taken.

GCA's commitment to providing safe and healthy working environments for its workers includes:

- providing relevant, up-to-date WHS information to all workers on matters such as workplace safety and their responsibilities;
- Providing expert assistance in WHS matters where necessary;
- Providing instruction and/or training in work processes where appropriate;
- Developing and implementing strategies which include workplace assessment, hazard Identification, and appropriate remedial action to eliminate or control hazards; and
- Implementing and maintaining appropriate information and reporting.

3. Definitions

Terminology	Definition
Person Conducting a Business or Undertaking (PCBU)	A PCBU has the primary duty of care to ensure, so far as is reasonably practicable: > the health and safety of its workers while they are at work, and > that the health and safety of other persons is not put at risk from work carried out as part of the conduct of the PCBU. GCA is a PCBU.
Officer	It is an officer's duty to exercise due diligence to ensure that the PCBU complies with its health and safety obligations under the WHS Act. > GCA's Managing Director is the Officer under the WHS Act. > Campus Managers may also be Officers under the WHS Act Note: A person is an Officer under the WHS Act only if they "make, or participate in making, decisions that affect the whole, or a substantial part, of the business of the corporation; or who has the capacity to affect significantly the corporation's financial standing". Whether a person is an Officer or not under the WHS Act will depend on the facts of the particular situation.
Worker	Previously known as 'employee'. The term worker includes employees, contractors and sub-contractors and their employees, labour hire

	employees, outworkers, apprentices and trainees, work experience students and volunteers
WHS Committee members	Members elected by their work group to represent them in health and safety matters.
Other persons	Includes any visitors

4. Responsibilities

4.1 PCBU

As the duty holder, GCA, being the PCBU, must:

- ensure the health and safety of its workers and others in our workplace
- ensure the health and safety of other persons is not put at risk from work carried out as part of its operations
- provide and maintain a work environment that is without risks to health and safety
- provide and maintain safe plant and structures
- provide and maintain safe systems of work
- ensure the safe use, handling and storage of plant, structures and substances
- provide adequate facilities for the welfare of workers
- provide information, training, instruction and supervision
- monitor the health of workers and the conditions of our workplaces.

Specific duties as a PCBU also include:

- record and notify Comcare of any notifiable incidents arising out of the conduct of the business or undertaking
- ensure authorisations are in place for any high risk work or plant
- consult so far as reasonably practicable with other PCBUs or persons who have a duty in regard to a work health and safety matter
- consult so far as reasonably practicable with workers, their representatives and Health and Safety Representatives on work health and safety matters.

4.2 Campus Managers

Campus Managers are responsible for providing a workplace that is, as far as reasonably practicable, safe and healthy workplace for workers and visitors, in particular in the areas of their control. This includes:

- modelling health and safety leadership
- demonstrating a commitment to good health and safety performance, by: – talking about safety at regular meetings – ensuring safe work procedures are followed – reporting incidents, hazards and safety concerns promptly – assessing task risk and not allowing an activity to continue until it can be controlled adequately

- fostering a strong work health and safety culture where worker input is valued
- Actively support the identification of hazards and risks and the management of these
- Understand and monitor safety performance objectives
- Proactively manage other duty holders (e.g. contractors), when required.

4.3 Workers

Workers must take reasonable care for their own health and safety while they are at work, and take reasonable care that their acts or omissions do not adversely affect the health and safety of other persons. They must comply, so far as they are reasonably able, with any reasonable instruction given by the Campus Manager, as well as co-operating with any reasonable GCA policy or procedure which relates to workplace health and safety. On a day to day basis, this includes:

- to the extent of the worker's control or influence over working conditions and methods, take reasonable care to work safely
- making sure that the work area safe when leaving it
- make proper use of all appropriate safeguards, safety devices and personal protective equipment
- Follow agreed safe working practices and rules
- Report all known hazards, accidents and incidents as soon as possible.

It is acknowledged that, in accordance with the Act, a worker may cease, or refuse to carry out work if they have a reasonable concern the work would expose the worker to a serious risk to their health or safety.

The Act requires workers who cease work to notify the relevant Campus Manager that they have ceased unsafe work as soon as practicable after doing so. It also requires workers to remain available to carry out 'suitable alternative work'. This would not however require workers to remain at any place that poses a serious risk to their health or safety

4.4 Contractors

Contractors, sub-contractors and self-employed persons are defined as "workers" under the WHS Act if they carry out work in any capacity for GCA . They are required to:

- comply with the requirements of the WHS legislation
- have in place any work health and safety policies and programs required under State or Territory safety legislation
- consult with GCA about safety matters and comply with GCA policies
- Work safely and to include the safety of GCA staff and visitors in their safety plans.

If any staff member believes that a contractor may be engaging in an unsafe work practice, they are required to report this issue to their manager.

4.5 Visitors

Visitors and other persons to also have responsibilities to abide by our workplace safety rules and procedures. These responsibilities include to:

- take reasonable care for their own health and safety and for the health and safety of other persons
- comply with, so far as they are reasonably able, all reasonable safety directions provided by staff
- report all safety related incidents to staff
- ensure the adequate supervision of any accompanying children
- not enter any restricted area without authorisation or escort
- not willfully or recklessly interfere with property

5. CONSULTATION AND COMMUNICATION ARRANGEMENTS

Open communication between workers and managers is important to ensuring a safe workplace.

Therefore, workers are encouraged to:

- ask questions relating to WHS
- bring up safety concerns
- make recommendations regarding WHS
- give regular feedback
- become involved in evaluation of safety issues
- Participate in any WHS related problem solving process. It is important that workers help shape decisions about WHS particularly when:
 - identifying hazards and assessing risks
 - making decisions about ways to eliminate or minimise those hazards or risks
 - proposing business changes that may affect the health and safety of workers
 - purchasing of new equipment or substances
 - Developing or changing job tasks or safety procedures.

All workers belong to a work group and are encouraged to raise any work health and safety concerns they may have with their Campus manager and/or GCA WHS Committee member. If the issue identified remains unresolved, it should be raised directly with the GCA WHS Committee chairperson.

5.1 Health and Safety Committee

Health and Safety Committees provide the forum for the constructive discussion of measures to assure health and safety in the workplace. At GCA the Health and Safety Committee will meet quarterly and:

- facilitate co-operation between the PCBU and workers in the instigation, development and implementation of WHS policies and procedures
- assist in developing standards, rules and procedures relating to health and safety
- consult with workers regarding their WHS concerns
- consult with management regarding worker WHS concerns including change that may influence WHS more broadly
- ensure the conduct of regular workplace inspections.

Minutes of the latest Health and Safety Committee meeting will be made available for all workers to

review

The GCA WHS committee constitution is located:

https://moodle25.gca.edu.au/pluginfile.php/5639/mod_resource/content/1/GCA%20WHS%20Constitutio%20June%202013.pdf

6. AUTHORITATIVE SOURCES

- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Approved Work Health and Safety Codes of Practice

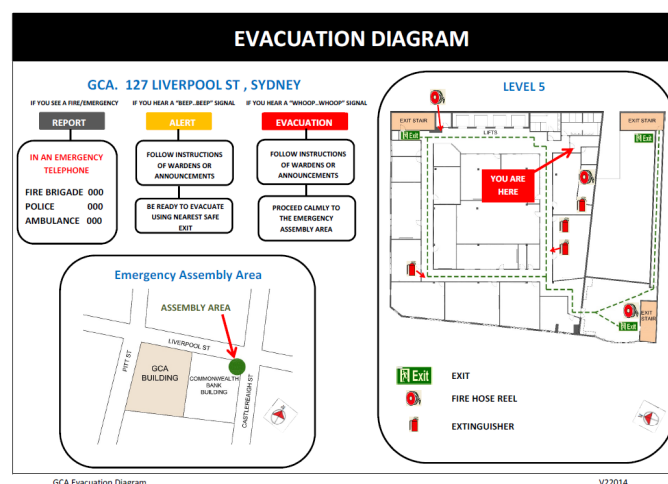
PART B: GENERAL WHS INFORMATION

1. EMERGENCY PROCEDURES

An emergency evacuation plan has been developed and this plan, together with a list of emergency contacts, is displayed in the following locations:

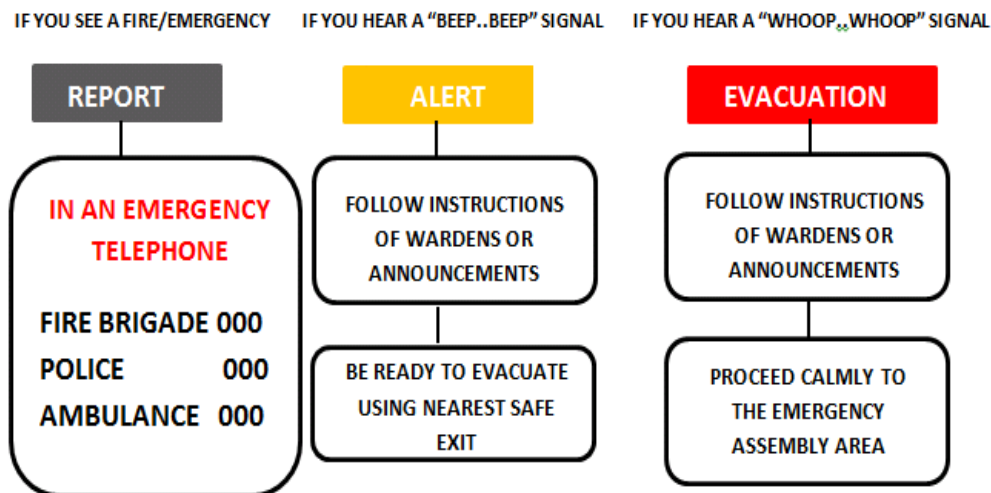
- Office/reception
- Common areas
- Classrooms

Example:



All fire emergency equipment, such as fire extinguishers, will be tested by an approved provider every 12 months.

What to do in an emergency:



2. HAZARD/INJURY/INCIDENT REPORTING

How to Report a Hazard or Injury or Incident:

All managers and workers including contractors are required to complete an incident form if a hazard/injury/incident occurs, and:

- Advise the Campus Manager of the incident or injury or hazard
- For recording purposes complete a Hazard/Injury/Incident Report Form
- Complete the relevant sections of the form giving details of the incident. The form should be completed even when an injury has not occurred, that is, in the event of a near miss
- All hard copy forms should be signed by the relevant parties
- The Campus Manager must record all injuries on the injury register

3. FIRST AID

3.1 Definitions

- First aid is the immediate treatment or care given to a person suffering from an injury or illness until more advanced care is provided or the person recovers.
- First aid officer is a person who has successfully completed a nationally accredited training course or an equivalent level of training that has given them the competencies required to administer first aid.

GCA has in place the following first aid procedures, as required by First Aid in the Workplace Code of Practice

- The appointment and training of First Aid Officers (FAO)

- The provision of first aid kits within the workplace
- Clear signage with the name of the FAO and the location of the first aid kits
- It is the FAO's responsibility to ensure that the contents of all first aid kits are maintained

3.2 First Aid Officer Training

- The minimum level of training for a FAO is the Senior First Aid Certificate (or equivalent)
- Refresher training should be undertaken every three years.

3.3 First Aid Officer Responsibilities

- The FAO is approved to render first aid assistance in the workplace.
- The FAO should ensure that they do not administer first aid services beyond their level of training.
- A record of any first aid treatment given should be kept by the FAO and reported to the line Manager on a regular basis to assist with reviewing first aid arrangements.

3.4 First Aid—Summary For the Campus Manager

- Ensure that a First Aid Officer (FAO) has been appointed and trained.
- Keep a copy of the FAO's qualifications.
- Ensure that a first aid kit is provided and maintained by the FAO.
- Advise all middle managers and workers of the name of the FAO and the location of the kit.
- Place a sign on the wall where the kit is located.
- First Aid in the Workplace Code of Practice is available on the Comcare website.

3.5 First Aid Emergency Procedure

Familiarity with local emergency procedures will assist in responding promptly to a medical emergency.

Staff & Student Disclosure of Medical Conditions

Staff and students with known medical conditions are encouraged to disclose their conditions and recommended first aid responses to the GCA First Aid Officers located in Student Services. The health information disclosed shall be kept confidential in accordance with Privacy legislation requirements. Records, if kept, must be in a locked drawer and only accessed by these nominated First Aid Officers.

Serious Medical injuries/ illnesses

- If a student or staff member is seriously injured or ill, a nominated First Aid Officer from Student Services should be contacted to immediately assess the situation and commence first aid if required.
- If they assess that the injured or ill person needs further medical treatment following first aid treatment, they should refer the person to further medical attention by contacting an ambulance on 000 from internal phones or 112 from any external or mobile phone.

- It is important that all Student Services staff are notified if an ambulance is called. If contacted by the ambulance service, they will be able to provide additional information to guide the Ambulance to the correct location.
- After calling the ambulance, if possible someone should be dispatched to flag down the ambulance outside the building.
- A Group Colleges Australia register of incidents must be filled out by all parties involved.
- A copy of the register of incidents must be uploaded to the students account immediately.

Non-Life threatening injuries

- A nominated First Aid Officer from Student should be requested to immediately assess the situation and call an ambulance for all serious injuries and illnesses, and commence first aid.
- If they assess that the injured or ill person does not require further medical treatment following first aid treatment, they must log the incident in the register of injuries.
- A Group Colleges Australia register of incidents must be filled out by all parties involved.
- A copy of the register of incidents must be uploaded to the students account immediately

4 RISK MANAGEMENT AND THE RISK REGISTER

WHS risk management is a systematic process of hazard identification, risk assessment, and risk control with the aim of providing healthy and safe conditions for managers, workers, visitors and contractors at GCA. As required by the WHS Act, GCA has adopted a risk management approach to underpin its WHS Management System. This approach involves all managers and workers in identifying hazards, assessing and prioritizing risks, implementing control measures and reviewing how effective the control measures are.

4.1 Definitions

- WHS Hazard: Anything which has the potential to cause injury or illness.
- WHS Risk: A WHS risk is the chance of someone becoming injured or ill as a result of a workplace hazard. This significance of the risk is determined by considering the likelihood of it happening and the consequences if it does happen.
- WHS Risk Control: WHS risk control is action taken to eliminate or reduce the likelihood that exposure to a hazard will result in injury or illness to people or damage to property and the environment.

4.2 The Risk Management Process

WHS risk management should be undertaken for all activities where there is the potential for harm

including:

- before activities commence
- before the introduction of new equipment, procedures or processes;
- When equipment, procedures or processes are modified.

Step 1: Identify the Hazard

A hazard is a source or potential source of injury, ill health or disease. Hazard identification is the process of identifying all situations and events that could cause injury or illness by examining a work area/task for the purpose of identifying all threats which are 'inherent in the job'. Tasks can include, but may not be limited to using tools, hazardous chemicals, dealing with people, lifting/moving items and mustering.

Step 2: Assess the Risk

Assessing the risk from a hazard determines its significance. Firstly, consider the consequences should something happen; will it cause a serious injury, illness or death or a minor injury. Secondly, consider how likely is this to occur—very likely, not likely at all or somewhere in between? Some of the things to think about include:

- how often is the task undertaken
- how frequently are people near the hazard
- how many people are near the hazard at a particular time
- has an incident happened before > have there been any 'near misses'

Use the table below to determine how significant the risk is. Where a manager, worker, contractor, or visitor to the workplace identifies a hazard, GCA requires that it is eliminated or reduced in consultation with the relevant stakeholders.

- Step 1: identify the Consequences—or how severely could it hurt someone
- Step 2: identify the Likelihood—or how likely is it for an injury to occur
- Step 3 & 4: identify the Risk Priority Score—to prioritise your actions
- Step 5: apply the hierarchy of hazard control
- Step 6: identify who, how and when the effectiveness of controls will be checked and reviewed

Step 1—CONSEQUENCES How severely could it hurt someone? or How ill could it make someone?— <i>Circle it</i>		Step 2—LIKELIHOOD <i>How likely is it for an injury to occur?—Circle it</i>			
		Very likely, could happen frequently	Likely, could happen occasionally	Unlikely, could happen, but rare	Very unlikely, could happen, probably never will
		L1	L2	L3	L4
Kill or cause permanent disability or ill health	C1	Very high risk (1)	Very high risk (1)	High Risk (2)	Substantial Risk (3)
Long term illness or serious injury	C2	Very high risk (1)	High Risk (2)	Substantial Risk (3)	Moderate Risk (4)
Medical attention and several days off work	C3	High Risk (2)	Substantial Risk (3)	Moderate Risk (4)	Acceptable Risk (5)
First Aid needed	C4	Substantial Risk (3)	Moderate Risk (4)	Acceptable Risk (5)	Low Risk (6)

Step 3: Risk Priority Score Identifies the Necessary Action and Response

Step 3—RISK PRIORITY SCORE	Step 4—ACTION AND RESPONSE
1 = Very High Risk	Stop the activity—immediate action is required to ensure safety—safety measures applied must be cleared by the Station Manager before any activity recommences Proceed with caution—immediate reporting of emerging or ongoing risk exposure at this level to the Station Manager for decision is mandatory
2 = High Risk	
3 = Substantial Risk	Be aware—action required as soon as possible to prevent injury or illness
4 = Moderate Risk	Report these risks to the responsible Manager during the current shift or before the next shift
5 = Acceptable Risk	Do something when possible. Manage by routine procedures.
6 = Low Risk	These risks should be recorded, monitored and controlled by the responsible Manager

Step 4: Control the Hazards

Control the hazards—the aim is to implement the most reliable controls to create a safe workplace rather than simply relying on people to behave safely, following processes or using protective equipment. In many cases, a combination of several control strategies may be the best solution.

Hierarchy of control strategies (in order of preference):

- eliminate the hazard; remove the equipment from use, dispose of unwanted chemicals
- substitute; use a non-hazardous chemical, use a different machine that can do the same task
- isolation; contain noisy machinery within a booth
- engineering controls; design equipment differently, providing lifting devices to minimise manual handling
- administrative processes; task variation, job rotation, training
- personal protective equipment; gloves, hearing protection, eye protection

Step 5: Review the Process

Continuously review to monitor and improve control measures and find safer ways of doing things

Step 6: Workplace Hazard Inspections

GCA is required by WHS legislation to be proactive in identifying hazards in the workplace which may affect the health and safety of its workers and eliminating or minimising the risks arising from those hazards.

In order to ensure a safe and healthy workplace, the GCA WHS committee should undertake WHS hazard inspections of the workplace regularly and at any other times as required.

The hazard inspection should be undertaken by following the principles of WHS risk management and using the information and checklists, located on the GCA WHS Moodle page

<https://moodle25.gca.edu.au/course/view.php?id=197>

If any hazards are identified through the hazard inspection process, controls must be implemented to ensure that the risk to health and safety is eliminated or minimised.

Step 7: WHS Record Keeping

The WHS committee should retain all WHS documents. These documents are required to be filed for 30 years in safe storage accessible only to authorised personnel in accordance with the Privacy Amendment (Enhancing Privacy Protection) Act 2012 (Cth).

PART C: SPECIFIC WHS REQUIREMENTS

1. INAPPROPRIATE BEHAVIOR

Bullying, harassment, discrimination and violence of any form will not be tolerated at GCA.

GCA will take action to resolve the complaint. If the complaint is found to be valid, action may include any combination of the following:

- Asking for an apology
- Creating an agreement with the offender that will stop the behavior of concern
- Conciliation/mediation conducted by an independent/impartial third party to seek a mutually acceptable solution
- Disciplinary action in the form of verbal, written or final warning or dismissal
- All violence will be reported to the police.

In determining the action to be taken, the following factors will be considered:

- Severity and frequency of the behavior

- Whether there have been previous incidents or prior warnings.

2. CONTRACTORS

GCA is committed to ensuring that all workers under its control, including contractors and subcontractors have a safe and healthy environment in which to perform their duties.

Contractors are likely to be workers employed by to undertake a specific task; the delivery/pickup of goods, tradespeople undertaking repair or maintenance work within the workplace.

In order to achieve this objective, it is recognized that contractors need to be:

- suitably experienced to perform the tasks
- in possession of all necessary licenses, permits, registrations and insurance required to perform the works safely and in compliance with appropriate regulations
- notified of any potential hazards associated with the location or use of the area where the works are to be carried out
- made aware of Emergency Procedures
- All contractors must abide by WHS requirements which will be advised to them before engagement by the relevant Campus Manager.

PART D: FORMS AND CHECKLISTS

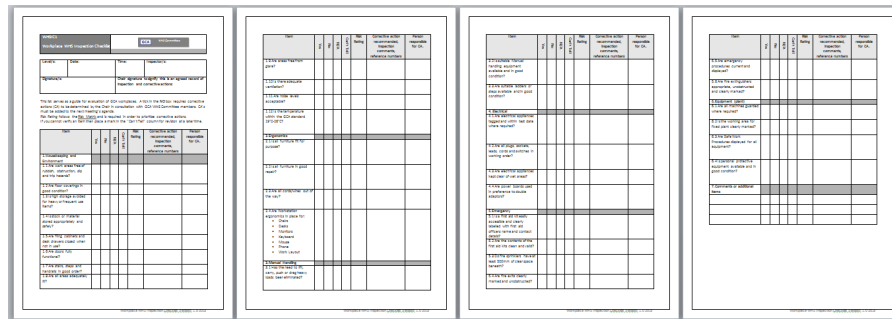
1. First Aid Officer Register

(Location: <https://moodle25.gca.edu.au/mod/resource/view.php?id=3444>)

[illegible]

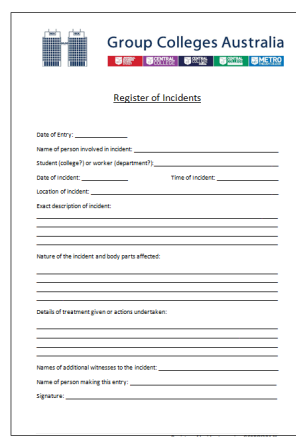
2. Work Inspection Checklist

(Location: <https://moodle25.gca.edu.au/mod/resource/view.php?id=3451>)




3. Register of Incidents form

(Location: <https://moodle25.gca.edu.au/mod/resource/view.php?id=9222>)



4. Incidents record register

(Location: <https://moodle25.gca.edu.au/mod/resource/view.php?id=9225>)



ATTACHMENT 23



GCA Workplace discrimination and harassment policy

Approved by: GCA Executive	Date Approved: 24 June 2019
First Approved by: GCA Executive	Date First Approved: 07 June 2019
Current Version: V2	Date of Next Review: 24 June 2020

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1. Scope

This policy applies to:

- board members
- all staff, including: managers and supervisors; full-time, part-time or casual, temporary or permanent staff; job candidates; student placements, apprentices, contractors, sub-contractors and volunteers
- all students currently undertaking a course at GCA.
- how GCA provides services to clients and how it interacts with other members of the public
- all aspects of employment, recruitment and selection; conditions and benefits; training and promotion; task allocation; shifts; hours; leave arrangements; workload; equipment and transport
- on-site, off-site or after hours work; work-related social functions; conferences – wherever and whenever staff may be as a result of their GCA duties
- treatment of other staff, of clients, and of other members of the public encountered in the course of their GCA duties.

2. Aims

GCA is committed to providing a safe, flexible and respectful environment for staff and clients free from all forms of discrimination, bullying and sexual harassment.

All GCA staff and students are required to treat others with dignity, courtesy and respect.

By effectively implementing our *Workplace discrimination and harassment policy* we will attract and retain talented staff and create a positive environment for staff.

3. Rights and responsibilities

All staff and students are entitled to:

- recruitment and selection decisions based on merit and not affected by irrelevant personal characteristics
- work free from discrimination, bullying and sexual harassment
- the right to raise issues or to make an enquiry or complaint in a reasonable and respectful manner without being victimised
- reasonable flexibility in working arrangements, especially where needed to accommodate their family responsibilities, disability, religious beliefs or culture.

All staff and students must:

- follow the standards of behaviour outlined in this policy
- offer support to people who experience discrimination, bullying or sexual harassment, including providing information about how to make a complaint
- avoid gossip and respect the confidentiality of complaint resolution procedures
- treat everyone with dignity, courtesy and respect.

3.1 Additional responsibilities of managers and supervisors

Managers and supervisors must also:

- model appropriate standards of behaviour
- take steps to educate and make staff and students aware of their obligations under this policy and the law
- intervene quickly and appropriately when they become aware of inappropriate behaviour
- act fairly to resolve issues and enforce workplace behavioural standards, making sure relevant parties are heard
- help staff and students resolve complaints informally
- refer formal complaints about breaches of this policy to the appropriate complaint handling officer for investigation
- ensure staff and students who raise an issue or make a complaint are not victimised
- ensure that recruitment decisions are based on merit and that no discriminatory requests for information are made
- seriously consider requests for flexible work arrangements.

4. Unacceptable workplace conduct

Discrimination, bullying and sexual harassment are unacceptable at GCA and are unlawful under the following legislation:

- *Sex Discrimination Act 1984* (Cth)
- *Racial Discrimination Act 1975* (Cth)
- *Disability Discrimination Act 1992* (Cth)
- *Age Discrimination Act 2004* (Cth)
- *Australian Human Rights Commission Act 1986* (Cth).

Staff (including managers) found to have engaged in such conduct might be counselled, warned or disciplined. Severe or repeated breaches can lead to formal discipline up to and including dismissal.

4.1 Discrimination

Discrimination is treating, or proposing to treat, someone unfavourably because of a personal characteristic protected by the law, such as sex, age, race or disability.

Discrimination can occur:

Directly, when a person or group is treated less favourably than another person or group in a similar situation because of a personal characteristic protected by law (see list below).

*For example, a worker is harassed and humiliated because of their race
or
A worker is refused promotion because they are 'too old'*

Indirectly, when an unreasonable requirement, condition or practice is imposed that has, or is likely to have, the effect of disadvantaging people with a personal characteristic protected by law (see list below).

For example, redundancy is decided based on people who have had a worker's compensation claim rather than on merit.

Protected personal characteristics under Federal discrimination law include:

- a disability, disease or injury, including work-related injury
- parental status or status as a carer, for example, because they are responsible for caring for children or other family members
- race, colour, descent, national origin, or ethnic background
- age, whether young or old, or because of age in general
- sex
- industrial activity, including being a member of an industrial organisation like a trade union or taking part in industrial activity, or deciding not to join a union
- religion
- pregnancy and breastfeeding
- sexual orientation, intersex status or gender identity, including gay, lesbian, bisexual, transsexual, transgender, queer and heterosexual

- marital status, whether married, divorced, unmarried or in a de facto relationship or same sex relationship
- political opinion
- social origin
- medical record
- an association with someone who has, or is assumed to have, one of these characteristics, such as being the parent of a child with a disability.

It is also against the law to treat someone unfavourably because you assume they have a personal characteristic or may have it at some time in the future.

4.2 Bullying

If someone is being bullied because of a personal characteristic protected by equal opportunity law, it is a form of discrimination.

Bullying can take many forms, including jokes, teasing, nicknames, emails, pictures, text messages, social isolation or ignoring people, or unfair work practices.

Under Federal law, this behaviour does not have to be repeated to be discrimination – it may be a one-off event.

Behaviours that may constitute bullying include:

- sarcasm and other forms of demeaning language
- threats, abuse or shouting
- coercion
- isolation
- inappropriate blaming
- ganging up
- constant unconstructive criticism
- deliberately withholding information or equipment that a person needs to do their job or access their entitlements
- unreasonable refusal of requests for leave, training or other workplace benefits.

Bullying is unacceptable in GCA and may also be against occupational health and safety law.

4.3 Sexual harassment

Sexual harassment is a specific and serious form of harassment. It is unwelcome sexual behaviour, which could be expected to make a person feel offended, humiliated or intimidated. Sexual harassment can be physical, spoken or written. It can include:

- comments about a person's private life or the way they look
- sexually suggestive behaviour, such as leering or staring
- brushing up against someone, touching, fondling or hugging
- sexually suggestive comments or jokes
- displaying offensive screen savers, photos, calendars or objects

- repeated unwanted requests to go out
- requests for sex
- sexually explicit posts on social networking sites
- insults or taunts of a sexual nature
- intrusive questions or statements about a person's private life
- sending sexually explicit emails or text messages
- inappropriate advances on social networking sites
- accessing sexually explicit internet sites
- behaviour that may also be considered to be an offence under criminal law, such as physical assault, indecent exposure, sexual assault, stalking or obscene communications.

Just because someone does not object to inappropriate behaviour in the workplace at the time, it does not mean that they are consenting to the behaviour.

Sexual harassment is covered in the workplace when it happens at work, at work-related events, between people sharing the same workplace, or between colleagues outside of work.

All staff, students and volunteers have the same rights and responsibilities in relation to sexual harassment.

A single incident is enough to constitute sexual harassment – it doesn't have to be repeated.

All incidents of sexual harassment – no matter how large or small or who is involved – require employers and managers to respond quickly and appropriately.

GCA recognises that comments and behaviour that do not offend one person can offend another. This policy requires all staff and volunteers to respect other people's limits.

4.4 Victimisation

Victimisation is subjecting or threatening to subject someone to a detriment because they have asserted their rights under equal opportunity law, made a complaint, helped someone else make a complaint, or refused to do something because it would be discrimination, sexual harassment or victimisation. Victimisation is against the law.

It is also victimisation to threaten someone (such as a witness) who may be involved in investigating an equal opportunity concern or complaint.

Victimisation is a very serious breach of this policy and is likely (depending on the severity and circumstances) to result in formal discipline against the perpetrator.

GCA has a zero tolerance approach to victimisation.

4.5 Gossip

It is unacceptable for staff at GCA to talk with other staff members, clients or suppliers about any complaint of discrimination or harassment.

Breaching the confidentiality of a formal complaint investigation or inappropriately disclosing personal information obtained in a professional role (for example, as a manager) is a serious breach of this policy and may lead to formal discipline.

5. Merit at GCA

All recruitment and job selection decisions at GCA will be based on merit – the skills and abilities of the candidate as measured against the inherent requirements of the position – regardless of personal characteristics.

It is unacceptable and may be against the law to ask job candidates questions, or to in any other way seek information, about their personal characteristics, unless this can be shown to be directly relevant to a genuine requirement of the position.

6. Resolving issues at GCA

GCA strongly encourages any staff member who believes they have been discriminated against, bullied, sexually harassed or victimised to take appropriate action by following the procedures listed within the GCA Staff Grievance Policy and Procedures.

Staff or students who do not feel safe or confident to take such action may seek assistance from:

Greg Whateley : greg.whateley@ubss.edu.au

Kim Sharma : kim.sharma@ubss.edu.au

Jotsana Roopram : jotsana.roopram@ubss.edu.au

for advice and support or action their behalf.

6.1 Employee assistance program

GCA staff are entitled to a certain amount of free, professional counselling from our employee assistance program. To access the employee assistance program, contact:

Greg Whateley : greg.whateley@ubss.edu.au

Kim Sharma : kim.sharma@ubss.edu.au

Jotsana Roopram : jotsana.roopram@ubss.edu.au

Employee assistance program counselling is confidential and nothing discussed with a counsellor will be communicated back to GCA. Employee assistance program counselling is available free to GCA staff regardless of whether the issue is related to a workplace problem or some other issue for the staff member.

7. Other relevant GCA and UBSS policies

Staff, especially managers and supervisors, are encouraged to read this policy in conjunction with other relevant GCA policies, including:

- GCA Staff Grievance Policy & Procedures
- GCA Critical Incident Policy

GCA
Workplace discrimination and harassment policy

6

- GCA Group of Companies Work, Health and Safety (WHS) Policies & Procedures
- UBSS Grievance Policy (Non-Academic)
- UBSS Wellbeing and Safety Policy

8. More information

If you have a query about this policy or need more information please contact:

Greg Whateley : greg.whateley@ubss.edu.au

Kim Sharma : kim.sharma@ubss.edu.au

Jotsana Roopram : jotsana.roopram@ubss.edu.au

9. Review details

This policy was adopted by GCA on 7/6/2019.

This policy was last updated on 24/6/2019.

ATTACHMENT 24



Staff Grievance Policy & Procedure

Approved by: Human Resources Director	Date Reviewed and Approved: 30 January 2019
First Approved by: Human Resources Director	Date First Approved: 29 September 2015
Current Version: V4	Date of Next Review: 31 January 2020

Content

This policy states a clear and fair process for staff to raise and settle a grievance which arises against another staff member or members.

Rationale

The policy and procedure described in this document applies to all GCA staff and is designed for the settlement of grievances.

Legislative Context

- Commonwealth Fair Work Act 2009.
- Equal Opportunity Act 2010
- Anti-Discrimination Act 1977

Related Documents

- GCA Discrimination, Harassment and Bullying Policy

1. Definitions

Grievance - complaint by a staff member made about a problem or concern in relation to something affecting his or her employment with GCA, which the staff member seeks to resolve

Supervisor - normally the management position to which the staff member reports. However, this position must be no less than an Executive Dean, Principal, Director of Studies, Deputy Dean, a Head of Campus, a Director or a Manager. The Human Resources Director may also act in place of a staff member's Supervisor.

Vexatious complaint - the main purpose of a claim is to harass, annoy or embarrass the other party or there is another purpose for the complaint other than the settlement of the issues arising in the claim (or response).

Complaint 'without reasonable cause' - a claim made without there being any real reason, basis in fact(s) or purpose. Such claims include allegations that are:

- so obviously untenable that the claim cannot possibly succeed;
- manifestly groundless;
- insufficiently particularised.



2. Policy

All GCA staff have the right to work in a safe working environment and to be treated with dignity and respect. This policy seeks to develop a supportive workplace for all GCA staff.

In the case of all complaints, GCA will review the allegations and respond to the staff member who raised the complaint.

While the procedural requirements of managing the complaint may vary, GCA aims to ensure that:

- complaints are addressed sensitively, promptly and in accordance with relevant GCA policy and principles of natural justice;
- all reasonable steps are taken to respect the confidentiality of the people involved in a complaint process;
- fairness and impartiality prevail throughout the appropriate resolution process - until a complaint is investigated and a decision is made, a complaint is an allegation, not a fact;
- appropriate records are maintained throughout the resolution process;
- persons who notify complaints are protected from victimisation or reprisal; and
- persons who notify complaints are regularly informed of the progress of the matter, including the consequences of any finding that the complaint is substantiated or not substantiated.

3. Procedure

3.1 Preliminary Action

- 3.1.1 Staff members should normally raise a complaint with their nominated supervisor and attempt to resolve such claims locally and informally.
- 3.1.2 Where the attempt to resolve a complaint informally, fails, or where it is not appropriate to resolve the complaint locally and informally, staff may submit a formal complaint to the Human Resources (HR) Director via email.
- 3.1.3 The HR Director will then record the lodgement of the complaint in the GCA Register of Staff Complaints.
- 3.1.4 The relevant Member of the Executive or Supervisor in consultation with the HR Director may attempt to conciliate or mediate the matter, by agreement with the parties, or appoint an appropriate independent (internally or externally appointed) person who will investigate the matter to make findings of fact.
- 3.1.5 The relevant Member of the Executive or Supervisor may also determine that the complaint will be dealt with under a GCA Staff Grievance Policy and Procedure or a separate policy, or dismiss the complaint on grounds of it being vexatious or made without reasonable cause.
- 3.1.6 If the complaint is dealt with formally, GCA will aim to ensure:
 - Before a complaint is investigated, the complaint relevantly describes their allegations (in most instances, but not all, this will need to be in writing), including particulars of the allegations so that they can be investigated appropriately;
 - The person against whom the allegations are made is provided with a copy of the allegations that will be investigated; and
 - All parties are informed in writing of the outcomes of any investigative process.



3.2 Outcomes

If a complaint is investigated under this Policy and findings are made that substantiate any or all of the allegations made, the relevant Supervisor or Member of the Executive may:

- Counsel the staff member involved on their behaviour and the findings made as a result of the investigation;
- Commence disciplinary action in accordance with the GCA Code of Conduct, which could lead to disciplinary action being taken, including termination of employment;
- Take some other form of appropriate action; or
- Take no further action.

GCA would like to thank the Australian Catholic University, Federation University and the University of Queensland for the opportunity to benchmark the policy.



Document Change Control

Version	Change Description	Date	Author
v4	Refreshed format & change of header due to GCA rebranding	January 2019	Vivian Duong